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Faculty of Education

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Calendar

1980/81

Faculty of Education

University of Toronto

Calendar

1980/81

Notice

Curriculum

At the time of printing, the courses of instruction described in this calendar are those intended to be offered in the academic year 1980-81. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but the provision of such instruction cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course of instruction described in this calendar, in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

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Academic Calendar 1980-81

Fall Term, 1980 – Semester I

September 3 – 5	Registration
September 8	Classes begin
September 19	Last date for course changes
October 13	Thanksgiving Day
December 12	Classes end
December 15 – 17	Examinations

Spring Term, 1981 – Semester II

January 5	Classes resume
January 16	Last date for receiving second instalment of fees
February 23 – 27	Reading week
March 31	Last date for withdrawal without academic penalty
April 17	Good Friday
April 24	Classes end
April 29 – May 5	Examinations
April 27	Spring Program Technological Studies begins
June 19	Last date for accepting applications for August supplemental examinations

History and Function of the Faculty of Education

History

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial School of Pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in Pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a practice school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty of Education at Queen's was discontinued and the Faculty at Toronto was designated as the Ontario College of Education, University of Toronto.

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education. The University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the Departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto*. Since that time there has been further expansion with the addition of the Educational Media Centre in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated as the *Faculty of Education, University of Toronto*.

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MSCT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline.

In 1979-80 an MAT program in English and an MSCT program in mathematics were initiated.

Function of the Faculty of Education

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's one-year programs lead to the basic Ontario Teacher's Certificate (O.T.C.), which qualifies the holder to apply for a teaching position in Ontario elementary, secondary, and vocational schools. Holders of the O.T.C. may obtain additional qualifications in evening and summer courses offered by the Faculty.

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, a Master of Arts/Science in Teaching degree is available through part-time study.

1

Bachelor of Education and Ontario Teacher's Certificate Program

The degree of Bachelor of Education will be awarded by the University of Toronto to students who successfully complete the program that leads also to the Ontario Teacher's Certificate (O.T.C.) awarded by the Ministry of Education. This certificate qualifies the holder to teach in Ontario schools.

Successful students who are not Canadian citizens, but have permanent resident status, will receive the Bachelor of Education degree from the University of Toronto and a Temporary Letter of Standing from the Ministry of Education.

Admission

Applicants must hold an approved degree from an accredited university, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average, and to those with relevant experience, such as work with children and adolescents, which offers evidence of a special interest in teaching. Preference is also given to those who have selected teaching subjects for which there is a high demand in the system.

Language Regulations

An applicant whose first language is other than English may be required to pass the Communication Test for Teaching in the English Language. The test will be conducted by a committee composed of representatives of the Ontario Secondary School Teachers' Federation, the Department of English of the University of Toronto, and the Council of the Faculty.

Admission of Foreign Students

The Faculty welcomes qualified foreign students who plan to return to their own countries on completion of their studies. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. Foreign students and others *who are candidates for the Bachelor of Education degree but not for an Ontario Teacher's Certificate* must comply with such conditions of admission as the Council of the Faculty may determine.

Application Procedure

Application forms and full instructions for applying may be obtained from the Faculty Registrar. Forms are also available on request from most Ontario university placement offices, normally beginning in October of the year prior to registration.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name

Program of Studies

The program has five components:
- Teaching Options
- Foundations
- Practice Teaching
- Complementary Studies
- School Law in Ontario

Teaching Options

Candidates must select one of the following areas of specialization:
Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 13)

Primary/Junior

This program integrates the content of *Primary Education* 1400 and *Junior Education* 1410 in one course, *Primary/Junior Education* 1420.

Junior/Intermediate

This program comprises three courses: *Junior* 1410 and two intermediate courses, at least one of which must be selected from List A, with a second from either List A or List B. Prerequisites, if any, are given in the course descriptions.

LIST A	LIST B
Dramatic Arts 1071	English as a Second Language 1331
English 1101	Guidance 1051
French 1111	Reading 1061
Geography 1441	School Librarianship 1291
History 1151	Special Education 1321
Home Economics 1161	
Industrial Arts 1171	
Mathematics Education 1221	
Music – Vocal 1241	
Physical and Health Education 1251	
Science 1301	
Visual Arts 1011	

Intermediate/Senior

This program comprises two courses, at least one of which must be selected from List A, with a second from either List A or List B. Prerequisites, if any, are given in the course descriptions.

LIST A	LIST B
Business Education*	English as a Second Language 1330
Accounting 1340	Guidance 1050
Data Processing 1350	Reading 1060
Marketing 1360	School Librarianship 1290
Secretarial 1370	Special Education 1320
Computer Science 1040	
Dramatic Arts 1070	
Economics 1080	
English 1100	
Environmental Science 1380	
French 1110	
Geography 1440	
Geology 1130	
German 1140	
Greek 1210	
History 1150	
Home Economics 1160	
Industrial Arts 1170	
Italian 1190	
Latin 1200	
Man in Society 1270	
Mathematics Education 1220	
Music – Vocal 1240	
Physical and Health Education 1250	
Political Science 1260	
Science 1300	
Spanish 1310	
Visual Arts 1010	

*Students electing to teach Business Education must choose *two* business courses.

Foundations

A candidate will take three Foundations courses, one from each of the departments of Educational Administration, Educational Psychology, and History, Philosophy, and Sociology of Education.

Educational Administration
Administration in the Modern School 3050
Administration of Adult Education 3280
Evaluation of Student Performance 3040
The Individual Student and the School Program 3030
Program Organization 3020
Individual Research Project (Educational Administration) 3060

Educational Psychology
Contemporary Issues in Educational Psychology 3260
Learning and Human Behaviour 3070
Teaching – an Interpersonal Process 3110
Understanding Children and Youth 3100
Individual Research Project (Educational Psychology) 3270

History, Philosophy, and Sociology of Education
Authority and Freedom in School 3190
Comparative Education 3130
Cross-Cultural Education 3210
The Development of Canadian Education 3200
School and Society 3160
Developing a Personal Philosophy of Education 3140
Individual Research Project (History, Philosophy, and Sociology of Education) 3240

Practice Teaching

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to complete them at the end of the session.

Assignments will be made only in the jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Complementary Studies

Candidates will select one of the following courses, which offer them the opportunity to concentrate on one of their teaching subjects, or to explore another area of education.

Art and Interdisciplinary Studies 5020
Children's Literature 5040
Classroom Communication 5390
Communication Arts in Modern English 5050
Counselling Skills for Teachers 5340
Culture and Society as They Relate to the Teaching of French 5070
Current Health Problems in School and Society 5080
Curriculum Theory and Design 5360
Day Care and Nursery School Administration 5530
Design Education 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Drama in Elementary Education 5110
Education and the Gifted 5490
Educational Media 5120
Environmental Studies 5140
Explorations in Creative Learning and Teaching 5400
Feature Films and TV in the Classroom 5450
French as a Second Language 5150
Game Theory and Simulation in Relation to Learning 5370
Group Theory and Group Skills in Education 5170
Language in the Schools 5240
Life Skills for the Young Child 5520
Measurement and Evaluation 5350
Methods of Child Study 5030
Multiculturalism, the School, and the Curriculum 5410
Music – Instrumental Intermediate/Senior 5510
Outdoor Education 5200
Practical Skills for Constructing Teaching Aids 5300
Reading in the Secondary School 5260
Recent Developments in Modern Language Teaching 5270
Relationships among Teachers, Parents, and Children 5380
The Resource Centre and the Elementary School Teacher 5430
The Resource Centre and the Secondary School Teacher 5420
Speech – Passport to Communication 5330
Teaching Current Events 5470
Teaching Social Issues 5440
Understanding and Personal Use of Computers 5060
The Use of Graphic Illustrations in the Classroom 5480
Values Education 5210

School Law in Ontario

6010 School Law in Ontario (1 hour)
All candidates proceeding to the Bachelor of Education degree and to the Ontario Teacher's Certificate are required to take this course, which will cover a wide range of regulatory, professional, and curricular concerns that derive from the legal basis of education in Ontario. Topics will include: the Education Acts and Regulations of the Province of Ontario; the organization of provincial and local systems of education; powers and duties of the various education authorities; functions and ethics of professional organizations; curriculum guidelines and curriculum development.

NOTE: The last date for changing optional subjects or courses will be September 19; thereafter changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 39-41.

In each case, the numeral in brackets indicates the number of lecture hours per week.

'Intermediate' in the title designates a one-semester course. Intermediate/Senior courses last the full year.

Some of the following courses are related to Honour Specialist or three-session Specialist courses. For details and regulations see 'Additional Qualifications for Teachers,' pages 35-37.

Teaching Options

Business Education

Business Education is divided into four subject areas: Accounting, Data Processing, Marketing, and Secretarial. Candidates enrolled in Business Education will select any two of these four courses, and will also take instruction in typewriting methodology.

1340 Accounting (5 hours)
Strategies of teaching accounting at all levels. The course includes modules on curriculum development, performance objectives, individualized units, competency-based instruction, evaluation, and the establishment and maintenance of a proper classroom learning environment. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Accounting.
Three-session Specialist course in Accounting
9341 Part I
9342 Part II
9343 Specialist

1350 Data Processing (5 hours)
This course will prepare students to design computer studies material on a modular basis. Students will also study teaching strategies for computer concepts, applications of computers in society, and problem-solving techniques using the computer. For further details see *Computer Science* 1040. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Data Processing.
Three-session Specialist course in Data Processing
9351 Part I
9352 Part II
9353 Specialist

1360 Marketing (5 hours)
An examination of retail organization and operations, and of the distributive process at the retail level, together with the principles of teaching these aspects of marketing. Students will undertake an extensive study of marketing policies and techniques, and will investigate innovative teaching methods and the development of courses. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Marketing.
Three-session Specialist course in Marketing
9361 Part I
9362 Part II
9363 Specialist

1370 Secretarial (5 hours)
The theory and practice of teaching Pitman Shorterhand and related stenographic procedures, with emphasis on the development of innovative and effective teaching techniques. The psychology of learning as applied to the teaching of secretarial subjects will be an integral part of the program. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Secretarial.
Three-session Specialist course in Secretarial
9371 Part I
9372 Part II
9373 Specialist

Computer Science

1040 Computer Science (5 hours)
One segment of the course will help to prepare students for the teaching/learning process and for designing computer studies material on a modular basis. Major areas consist of: use of teaching strategies; preparation of instructional objectives; application of an evaluation philosophy; development of a problem-oriented approach to computer education; modular course design; motivation techniques; use of available resources; reinforcement of basic computer concepts through a hypothetical computer; creation of an effective learning environment. The second segment will emphasize problem-solving techniques using the computer. Topics include: basic computer concepts; applications of computers in society; flowcharting methods; computer terminology; information flow through a computer system; high-level language as a vehicle of communication; program debugging; documentation procedures. Micro, mini, and interactive computing facilities are available for student use.

2040 Computer Science Honour Specialist
A course designed to explore the principles and practices of teaching computing in the secondary schools. Topics to be discussed: the use of introductory languages, elements of problem design and problem solving, individual student differences, the use of the computer as an instructional tool, and the effect of computer studies on other classroom studies.

Dramatic Arts

1071 Dramatic Arts Intermediate (5 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech and oral interpretation. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Dramatic Arts.
Not offered in 1980-81.

1070 Dramatic Arts Intermediate/Senior (5 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purposes of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of developmental programs. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Dramatic Arts.
Three-session Specialist course in Dramatic Arts
9071 Part I
9072 Part II
9073 Specialist

2050 Dramatic Arts Honour Specialist
An examination of the philosophy of drama in education through discussion and research. Candidates will create and participate in a theatre-in-education project designed for school students.

Economics

1080 Economics (5 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.
Prerequisites: Two university courses (6 credits) in economics.

2060 Economics Honour Specialist
An intensive study of the principles and methodology of modern economics relevant to the development of practical secondary school programs in this discipline. A model learning program will be critically analysed and portions of it presented for group evaluation on the basis of clarity, precision, and appeal. An instructional plan for one of the courses proposed in the Ministry of Education guideline for economics will be prepared.

English

1101 English Intermediate (5 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.
Prerequisites: Two university courses (6 credits) in English.

1100 English Intermediate/Senior (5 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.
Prerequisites: Two university courses (6 credits) in English.

2070 English Honour Specialist
Teaching and discussion of selected topics; the English specialist; the head of the department; new methods; sequential programming; thematic study; comparative techniques; enrichment; acceleration; the slower learner; educational television; the new grammar; works in translation; remedial and developmental reading; advanced and general courses; mass media; creative thinking; creative writing; professional development; the nongraded school; the future of English studies.

English as a Second Language

1330/1331 English as a Second Language (5 hours)
Designed for teachers of New Canadian students at all levels from primary to senior. The following topics are covered: basic methods of instruction in speaking, listening, reading, and writing skills; first language acquisition; aspects of syntax and phonology of English relating to second language acquisition; problems of placement and evaluation; the use of teaching aids such as film, records, newspapers, TV, and special ESL materials. Considerable attention will be given to socio-cultural factors in immigrant adaptation, community services, and ethnographic patterns in Ontario. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in English as a Second Language.
Prerequisites: Two university courses (6 credits) in any combination of English, moderns, linguistics, sociology, or psychology.
Three-session Specialist course in English as a Second Language
9331 Part I
9332 Part II
9333 Specialist

Environmental Science

1380 Environmental Science Intermediate/Senior (5 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater and terrestrial ecology, agriculture, forestry, mineral resources, urban and rural planning, energy conservation, and population ecology. Field experience will be provided. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Environmental Science. It is recommended that candidates have a background in science or geography.
Three-session Specialist course in Environmental Science
9381 Part I
9382 Part II
9383 Specialist

2260 Environmental Science Honour Specialist
This course deals with the planning, development, implementation, and evaluation of environmental science programs at all levels from K to 13. Areas of study include: ecosystem models and their use in environmental education; systems ecology; development of unit plans for the study of freshwater and terrestrial ecology, horticulture, agriculture, resource management, urban and rural land use planning, and energy conservation; environmental law; attitude and behaviour studies; an investigation of environmental policies, programs and guidelines at various governmental levels.

French

1111 French Intermediate (5 hours)
This course has three components: methodology, applied phonology, and language practice. Techniques for handling particular teaching situations are evaluated by discussion and practice. Opportunities are provided for students to acquire specific oral skills and corrective techniques related to language learning. Students will gain experience with a variety of audiovisual materials, and will be introduced to the major programs currently in use in the intermediate division. Students enrolled in this course must take *French as a Second Language* 5151 as their Complementary Studies requirement.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated.

5151 French as a Second Language (4 hours)
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in *French Intermediate* 1111. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.

1110 French Intermediate/Senior (5 hours)
This course has three components: methodology, applied phonology, and language practice. Techniques for handling particular teaching situations are evaluated by discussion and practice. Opportunities are provided for students to acquire specific oral skills and corrective techniques related to language learning. Students will gain experience with a variety of audiovisual materials, and will be introduced to the major programs currently in use in the intermediate and senior divisions. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated.
Three-session Specialist course in French as a Second Language
9421 Part I
9422 Part II
9423 Specialist

2080 French Honour Specialist
Methods of presenting work as outlined in the Ministry of Education guidelines will be studied in depth. Topics will be selected from the following: linguistics, learning theory and teaching practice, curriculum, culture, reference works, resource materials, textual research, and preparation of instructional materials.

Geography

1441 Geography Intermediate (5 hours)
Curriculum planning and program development organized to assist prospective teachers. Learning experiences are studied in which there is an integration of learner characteristics, styles of learning, and instructional techniques and procedures.
Prerequisites: Two university courses (6 credits) in geography.

1440 Geography Intermediate/Senior (5 hours)
For course content and prerequisites, see *Geography Intermediate* 1441.

2090 Geography Honour Specialist
A course concerned with the study of principles of curriculum design as models for the development of geography curricula to meet various future conditions in education.

Geology

1130 Geology Intermediate/Senior (5 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.
Prerequsiites: Two university courses (6 credits) in geology.

2100 Geology Honour Specialist
An examination of the principles of curriculum design as models for the development of geology curricula to meet changing conditions in education.

German

1140 German Intermediate/Senior (5 hours)
For course content see *French Intermediate/Senior* 1110.
Prerequisites: Two university courses (6 credits) in German. Proficiency in spoken and written German must be demonstrated.

2110 German Honour Specialist
For course content see *French Honour Specialist* 2080.

Greek

1210 Greek Intermediate/Senior (5 hours)
This course may be taken only in conjunction with *Latin* 1200. For course content see *Latin* 1200.
Prerequisites: Two university courses (6 credits) in Greek.

2120 Greek Honour Specialist
For course content see *Latin Honour Specialist* 2160.

Guidance

1050/1051 Guidance (5 hours)
This course provides an opportunity for students to develop more effective counselling skills. Emphasis will be on the following general areas: guidance for human development; counselling theories and approaches; interpersonal skills and human relations. Training methods will include small group activities, micro-counselling, and case studies. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Guidance.
Three-session Specialist course in Guidance
9051 Part I
9052 Part II
9053 Specialist

History

1151 History Intermediate (5 hours)
A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues from English-French and Canadian-American relations, international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contributions of the British, French, and native peoples. Lesson planning and sequencing, and evaluation techniques appropriate to the intermediate grades will be demonstrated.
Prerequisites: Two university courses (6 credits) in history.

1150 History Intermediate/Senior (5 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics, and strategies; evaluation of students; dealing with individual student differences; principles of unit development.
Prerequisites: Two university courses (6 credits) in history.

2130 History Honour Specialist
A series of lectures, demonstrations, and seminars, emphasizing the development of history courses and the practical application of the following: the critical philosophy of history, historians' methods, and the problems of historical knowledge; the approaches of selected historians and philosophers to these problems; cognitive and affective objectives in teaching history; approaches such as by themes, chronology, or problems; various forms of methodology; analysis of student difficulties; evaluation of the effectiveness of teaching and learning.

Home Economics

1161 Home Economics Intermediate (5 hours)
An exploration of the needs of students at the intermediate level, with emphasis on concepts significant to Family Studies curricula, lesson planning, relevant teaching aids and resource materials. The course will cover basic methods of instruction in food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Home Economics.
Prerequisites: Three university courses (9 credits) in home economics.

1160 Home Economics Intermediate/Senior (5 hours)
An exploration of the needs of Family Studies students at the intermediate and senior levels with emphasis on techniques of teaching food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics.
Lesson planning and curriculum design will be examined, along with relevant teaching aids and resources. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Home Economics.
Prerequisites: Three university courses (9 credits) in home economics.
Three-session Specialist course in Home Economics
9161 Part I
9162 Part II
9163 Specialist

2140 Home Economics Honour Specialist
A course designed to broaden concepts and provide insights into the field of home economics education, with emphasis on leadership roles and responsibilities in the school and community. Students are encouraged to develop a philosophy to meet present and future challenges.

Industrial Arts

1170/1171 Industrial Arts (7 hours)
The philosophy of contemporary technological studies: interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is required. Candidates must select *Design Education* 5090 as their Complementary Studies course. On successful completion of course 1170 and having demonstrated competence in the subject by passing a written and practical proficiency examination, a candidate may qualify for entry into Part II of the three-session Specialist course in Industrial Arts.
Three-session Specialist course in Industrial Arts
9171 Part I
9172 Part II
9173 Specialist

Intermediate Education

9600 Intermediate Education
Any two subjects from those listed under the Junior/Intermediate program (see page 8). Teachers who wish to specialize in the intermediate division may take the following three-session Specialist course:
Three-session Specialist course in Intermediate Education
9431 Part I
9432 Part II
9433 Specialist

Italian

1190 Italian Intermediate/Senior (5 hours)
For course content see *French Intermediate/Senior* 1110.
Prerequisites: Two university courses (6 credits) in Italian. Proficiency in spoken and written Italian must be demonstrated.

2150 Italian Honour Specialist
For course content see *French Honour Specialist* 2080.

Junior Education

1410 Junior Education (5 hours)
This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of student participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1410 is required to spend a minimim of one half day per week in the Student Teacher Observation Program (STOP) which provides opportunities for students to observe and participate in the ongoing activities of an elementary school classroom. Teachers who wish to specialize in the junior division may take the following three-session Specialist course:
Three-session Specialist course in Junior Education
9411 Part I
9412 Part II
9413 Specialist

Latin

1200 Latin Intermediate/Senior (5 hours)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids, and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.

2160 Latin Honour Specialist
An examination of techniques involved in curriculum planning and presentation with emphasis on finding and preparing material from the extensive corpus of Latin and Greek literature; advanced grammar and syntax.

Man in Society

1270 Man in Society Intermediate/Senior (5 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course, Man in Society. Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given.
Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.

2220 Man in Society Honour Specialist
A preparation for teaching Man in Society and related experimental courses, such as grade 13 sociology, women's studies, and futurology. Topics to be covered include the development of a Man in Society program, teaching methods, evaluation techniques, and resource materials. A brief introduction to the field of special education will be given.

Mathematics Education

1221 Mathematics Education Intermediate (5 hours)
A consideration of mathematics education at the intermediate level including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, problem solving.

1220 Mathematics Education Intermediate/Senior (5 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, problem solving.

2170 Mathematics Education Honour Specialist
Seminar discussions will analyse procedures involved in the development of mathematics curricula for the primary, junior, intermediate, and senior divisions, and the accompanying responsibilities of departmental administration and professional leadership.

Music

All students enrolled in courses 1241 or 1240 must also take *Music – Instrumental* 5510 as their Complementary Studies course. On successful completion of either course 1240 or 1241, a candidate may qualify for entry into Part II of the three-session Specialist course in Music – Vocal Intermediate/Senior.

1241 Music – Vocal Intermediate (4 hours)
A multi-faceted approach to music learning, which involves the expansion of aural awareness and musical sensitivity through sound explorations, improvisations, manipulations of musical materials and procedures, listening, vocalizing, and conducting.
Prerequisites: Two university courses (6 credits) in music, or background.

1240 Music—Vocal Intermediate/Senior (4 hours)
Approaches to the development of aural sensitivity through performance, listening, analysis, and problem solving; implementation of the different teaching styles; design of units reflecting aims and objectives within Ministry guidelines.
Prerequisites: Two university courses (6 credits) in music.
Three-session Specialist course in Music – Vocal Intermediate/Senior
9241 Part I
9242 Part II
9243 Specialist
The following course is offered to teachers wishing to specialize in music at the primary or junior level:
Three-session Specialist course in Music – Vocal Primary/Junior
9261 Part I
9262 Part II
9263 Specialist

2180 Music Honour Specialist
An examination of current theories of learning, musical aesthetics, philosophies of music education, and of principles involved in the development of curricula.

Physical and Health Education

1251 Physical and Health Education Intermediate (7 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials, and organizational procedures appropriate to physical and health education in the intermediate division. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Physical and Health Education Intermediate/Senior.

1250 Physical and Health Education Intermediate/Senior (5 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program. On successful completion of this course, a candidate may qualify for entry into Part II of a three-session Specialist course in Physical and Health Education Intermediate/Senior.
Prerequisites: Two university courses (6 credits) in physical and health education. Consideration will be given to equivalent field experience.
Three-session Specialist course in Physical and Health Education Intermediate/Senior
9251 Part I
9252 Part II
9253 Specialist
The following course is offered to teachers wishing to specialize in physical and health education at the primary or junior level:
Three-session Specialist course in Physical and Health Education Primary/Junior
9271 Part I
9272 Part II
9273 Specialist

2190 Physical and Health Education Honour Specialist
An advanced course in the theory and practice of physical and health education. Emphasis is on methodology, curriculum design, scientific principles of human movement, and organization and administration of all phases of the school physical and health education program.

Political Science

1260 Political Science Intermediate/Senior (5 hours)
Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada—machinery, process, performance, and participation; principles of course construction—group preparation and presentation of representative units selected from the Ministry guideline; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.
Prerequisites: Two university courses (6 credits) in political science.

2210 Political Science Honour Specialist
In seminars and workshops the academic study of political science is combined with practical experience in the pedagogy of the subject, focusing on the development of courses in politics. Seminar discussions conducted by members of the course centre on academic topics.
Videotaped lessons by each candidate, illustrating a variety of approaches, provide a basis for critical analysis of effective methodology.

Primary Education

1400 Primary Education (5 hours)
This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of student participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as on specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1400 is required to spend a minimum of one half day per week in the Student Teacher Observation Program (STOP) which provides opportunities for students to observe and participate in the ongoing activities of an elementary school classroom. Teachers who wish to specialize in the primary division may take the following three-session Specialist course.
Three-session Specialist course in Primary Education
9401 Part I
9402 Part II
9403 Specialist

Reading

1060/1061 Reading (5 hours)
A course designed for elementary and secondary school teachers who wish to acquire expertise in the area of reading instruction. The course begins with an examination of language acquisition, particularly as it relates to thinking and to the growth of literacy. Emphasis will be on assessing reading skills in the classroom, developing principles of diagnostic teaching, and investigating criteria for appropriate instructional materials. The practicum will include four weeks in remedial and developmental reading programs at the elementary and secondary levels. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Reading.
Three-session Specialist course in Reading
9061 Part I
9062 Part II
9063 Specialist

School Librarianship

1290/1291 School Librarianship (5 hours)
An introductory course for potential school librarians. The following aspects of the school library will be explored: the role of the librarian in the teaching program of the school; locating, organizing, and utilizing resources for the research, recreational, social, and personal needs of students; working cooperatively with teachers in the selection and evaluation of resources that support and enrich the learning activities of the school; organizing and conducting resource centre routines; organizing resource materials. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Librarianship.
Three-session Specialist course in Librarianship
9291 Part I
9292 Part II
9293 Specialist

Science Education

1301 Science Intermediate (5 hours)
Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment.
Prerequisites: Two university courses (6 credits) in science.

1300 Science Intermediate/Senior (5 hours)
Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning, classroom management, and practical teaching techniques. Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.
Prerequisites: Two university courses (6 credits). At least 3 of the following areas of study should be represented in these credits: botany, chemistry, physics, zoology.
2020 *Biology Honour Specialist*
2030 *Chemistry Honour Specialist*
2200 *Physics Honour Specialist*
2250 *Science Honour Specialist*
These courses consist of lectures, seminars, workshops, and laboratories. Emphasis is on curriculum planning and methodology for the senior division, except for Science, where the emphasis is on the intermediate division.

Senior Education

9610 Senior Education
Any two subjects from those listed under the Intermediate/Senior program (see page 7).

Spanish

1310 Spanish Intermediate/Senior (5 hours)
For course content see *French Intermediate/Senior* 1110.
Prerequisites: Two university courses (6 credits) in Spanish. Proficiency in spoken and written Spanish must be demonstrated.

2240 Spanish Honour Specialist
For course content see *French Honour Specialist* 2080.

Special Education

1320/1321 Special Education (5 hours)
An overview of education for the learning disabled, the emotionally disturbed, the culturally deprived, the intellectually exceptional, and students with simply a slower rate of learning. Teaching strategies, organization, and program development in reading, language, and mathematics will be covered. Practice teaching experiences directly related to the course will be scheduled in selected vocational schools, withdrawal classes, correctional institutions, centres for the disturbed, and schools for the retarded. Preference for admission to Course 1320 will be given to applicants with experience related to special education, and/or with university course credits in abnormal psychology. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Special Education.
Three-session Specialist course in Special Education
9321 Part I
9322 Part II
9323 Specialist

Visual Arts

1011 Visual Arts Intermediate (7 hours)
Content and methods of art education at the Intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focussing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and man-made environment. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Visual Arts.
Prerequisites: Two university courses (6 credits) in art, or post-secondary equivalent. Candidates must have studio-oriented experience.

1010 Visual Arts Intermediate/Senior (7 hours)
Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, chiefly in Canada, with emphasis on use of local resources as the basis of study in secondary schools. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Visual Arts.
Prerequisites: Two university courses (6 credits) in art, or post-secondary equivalent. Candidates must have studio-oriented experience.
Three-session Specialist course in Visual Arts
9011 Part I
9012 Part II
9013 Specialist

2010 Visual Arts Honour Specialist
The development of curricula for senior classes; facilities and administrative arrangements for art education; advanced experiments with art media; examination of aesthetic theories; historical research; the leadership role of the specialist teacher and department head. Applicants for admission to this course must present a minimum of one-third of their approved post-secondary art credits from studio-oriented courses.

Educational Administration

3050 Administration in the Modern School (2 hours)
A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theory of organizations, and leadership styles will also be discussed.

3280 Administration of Adult Education (2 hours)
A study of the administration of adult education programs offered by public, private, and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

3040 Evaluation of Student Performance (2 hours)
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered.

3030 The Individual Student and the School Program (2 hours)
An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

3020 Program Organization (2 hours)
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

3060 Individual Research Project (Educational Administration (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 30, accompanied by an outline of research experience and background in appropriate areas of study.

Educational Psychology

3260 Contemporary Issues in Educational Psychology (2 hours)
A variety of educational problems will be explored in the light of contrasting psychological perspectives. Different teaching models and their demonstrated effectiveness will be compared, and students will have an opportunity to evaluate the appropriateness of various educational practices.

3070 Learning and Human Behaviour (2 hours)
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behavioural and attitude change will be examined.

3110 Teaching—an Interpersonal Process (2 hours)
The teacher's role as partner in an interpersonal learning process will be studied, with a view to achieving increased awareness of and insight into forces operating in groups, and the effect of one's own behaviour on group productivity. The course will examine the application of theory to the development of innovative classroom teaching using large and small groups.

3100 Understanding Children and Youth (2 hours)
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

3270 Individual Research Project (Educational Psychology) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 30, accompanied by an outline of research experience and background in appropriate areas of study.

History, Philosophy, and Sociology of Education

3190 Authority and Freedom in School (2 hours)
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? Why bother being ethical? This course will attempt to get at the roots of ethical valuing and thereby illumine and confront one with the moral dimension of the school.

3130 Comparative Education (2 hours)
A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of education. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

3210 Cross-Cultural Education (2 hours)
An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles, and immigrant education. The stress will be on intercultural understanding.

3140 Developing a Personal Philosophy of Education (2 hours)
A variety of modern views on aims and methodology in education will be studied, with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

3200 The Development of Canadian Education (2 hours)
A critical overview of the main influences, problems, and changes in Canadian education, with emphasis on the development of the school system in Ontario. Some of the topics to be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; and the influence of social, economic, and political factors on education.

3160 School and Society (2 hours)
A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

3240 Individual Research Project (History, Philosophy, and Sociology of Education) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 30, accompanied by an outline of research experience and background in appropriate areas of study.

5020 Art and Interdisciplinary Studies (2 hours)
Designed to foster interdisciplinary studies and the development of curricula in these studies at the intermediate and senior levels, this course explores relations between the visual arts and other disciplines, in theory and in practice. Seminars and workshops will involve areas such as the humanities, languages, science, and technology, depending on students' background.

5040 Children's Literature (2 hours)
An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5390 Classroom Communication (2 hours)
The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with *Learning and Human Behaviour* 3070.
Not offered in 1980-81.

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

5340 Counselling Skills for Teachers (2 hours)
Basic counselling skills for classroom teachers, to aid them in working with students on a one-to-one basis, as well as consultation skills necessary in parent interviewing. The role and function of the counsellor in the contemporary school, and such issues as career education in the classroom, referrals, and legal and ethical aspects of the counselling process will be examined. May not be taken in combination with *Guidance* 1050.

5070 Culture and Society as They Relate to the Teaching of French (2 hours)
This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules. Not offered in 1980-81.

5080 Current Health Problems in School and Society (2 hours)
A survey study of stress as experienced by the individual in school and society. Particular attention will be given to stress felt by teachers and pupils in the school situation, and to positive coping strategies. Such topics as cardiovascular disease, mental health, human sexuality, drug dependency, consumer health, and accidents will be related to the central concept of stress.

5360 Curriculum Theory and Design (2 hours)
This course is designed to meet teacher needs in handling a variety of tasks, including creating courses of study, interpreting Ministry guidelines, developing programs for special students, planning changes in a traditional school environment, and modifying a unit of study in a subject or a skills program.

5530 Day Care and Nursery School Administration (2 hours)
This course is designed for students who are interested in the problems and possibilities of day care and nursery schools, such as the establishment and operation of centres, relations between centres, parents, and schools, and the effects of day care.

5090 Design Education (2 hours)
Designing as a decision-making and problem-solving process, with reference to the impact of technological developments on the environment. Through practical design problems of an interdisciplinary nature, practice in a project management will be provided. Teaching units and supporting resources for classroom use will be developed. May be taken only in combination with *Industrial Arts* 1170 or 1171.

5100 Diagnosis and Remediation of Learning Difficulties in Mathematics (2 hours)
A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties, and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic. Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

5110 Drama in Elementary Education (2 hours)
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

5490 Education and the Gifted (2 hours)
Candidates will explore identification procedures, curriculum, acceleration, teaching strategies, testing, and values education for the gifted. Opportunities will be provided for laboratory work in various subject disciplines.

5120 Educational Media (2 hours)
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course. Teachers who wish to specialize in media may take the following course:
Three-session Specialist course in Media
9451 Part I
9452 Part II
9453 Specialist

5140 Environmental Studies (2 hours)
An introductory course on the teaching of basic ecological principles, and the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environmental pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems. May not be taken in combination with *Environmental Science* 1380.

5400 Explorations in Creative Learning and Teaching (2 hours)
A practical course designed to increase teachers' awareness of their own potential creativity, and to develop their skills of identifying, measuring, and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities. Students will plan and field-test units designed to promote creative talents.

5450 Feature Films and TV in the Classroom (2 hours)
This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as "text" with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.

5150 French as a Second Language (4 hours)
This course is available only to students enrolled in *Primary/Junior* 1420. French as a second language from the earliest grades of elementary school; basic principles of general and structural linguistics and their application to second language teaching; programs and procedures specific to the various age levels; testing programs. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.
Prerequisites: Two university courses (6 credits) in French and/or demonstrated ability in the language.
Three-session Specialist course in French as a Second Language
9421 Part I
9422 Part II
9423 Specialist

5370 Game Theory and Simulation in Relation to Learning (2 hours)
An introduction to game theory and simulation as an approach to learning in geography and the social sciences. By analysing experiences with selected materials, candidates should develop confidence in choosing, organizing, conducting, and creating games and/or simulations for classroom situations, and should also arrive at a clear conception of their use and significance in education.

5170 Group Theory and Group Skills in Education (2 hours)
Areas in which group dynamics can be a useful learning strategy are explored through practice in group leadership, decision making, definition of goals, and group communication. Role theory and various techniques for problem solving within groups will be studied.
Not offered in 1980-81.

5240 Language in the Schools (2 hours)
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study programs in the schools; language and thought in semantics; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom.
Not offered in 1980-81.

5520 Life Skills for the Young Child (2 hours)
An activity-oriented course designed to familiarize candidates with decision-making skills related to food and nutrition, clothing, and family relationships, which are appropriate to children in the primary and junior grades.

5350 Measurement and Evaluation (2 hours)
A course designed to improve the professional competence of teachers in assessing students' aptitudes and attainments. The evaluation of teaching/learning strategies and materials will be covered, together with the application of statistical techniques to data gathering and performance evaluation.
Not offered in 1980-81.

5030 Methods of Child Study (2 hours)
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

5410 Multiculturalism, the School, and the Curriculum (2 hours)
An examination of ethnic pluralism and of strategies for incorporating experiences and content relating to it into the school program. Emphasis will be upon implementation as students develop curricula and skills related to their teaching subjects or program.
Not offered in 1980-81.
Teachers who wish to specialize in multiculturalism may take the following course:
Three-session Specialist course in Multiculturalism in Education
9441 Part I
9442 Part II
9443 Specialist

5510 Music – Instrumental (4 hours)
This is a practical course, emphasizing the individual mastery of instruments and methods of class teaching. Available only to students enrolled in *Music – Vocal* 1240 or 1241. On successful completion of this course, a candidate may be recommended for an additional qualification, Part I of the three-session Specialist course in Music – Instrumental.
Three-session Specialist course in Music – Instrumental
9231 Part I
9232 Part II
9233 Specialist

5200 Outdoor Education (2 hours)
An introductory course emphasizing the use of the outdoor environment as an educational medium. The program includes lectures and seminars, with a considerable amount of time devoted to field work. Students will participate in such activities as canoeing, cross-country skiing, orienteering, and outdoor cooking. Emphasis will be on safe practices in outdoor programs. A fee of $45 will be collected on the first day of the course to defray the cost of field trips and an outdoor education weekend.

5300 Practical Skills for Constructing Teaching Aids (2 hours)
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, glass blowing, photography including film developing, woodworking, and working with plastic and sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

5260 Reading in the Secondary School (2 hours)
An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigate recent research, and plan innovative reading programs for secondary school students. May not be taken in combination with *Reading* 1060 or 1061.

5270 Recent Developments in Modern Language Teaching (2 hours)
Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

5380 Relationships among Teachers, Parents, and Children (2 hours)
An exploration of communication between home and school, from the points of view of the teacher, the parents, and particularly the child. Consideration will be given to how interactions change as the child progresses through primary, junior, intermediate, and senior grades. Parent-teacher programs and community resources will be examined in relation to particular problems that may arise, e.g., learning problems, cultural differences, exceptional cases.

5430 The Resource Centre and the Elementary School Teacher (2 hours)
This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading. May not be taken in combination with *School Librarianship* 1290 or 1291.

5420 The Resource Centre and the Secondary School Teacher (2 hours)
This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading. May not be taken in combination with *School Librarianship* 1290 or 1291.

5330 Speech—Passport to Communication (2 hours)
A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.

5470 Teaching Current Events through the Media (2 hours)
A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.

5440 Teaching Social Issues (2 hours)
The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.

5060 Understanding and Personal Use of Computers (2 hours)
Designed for the individual who wishes to obtain an understanding of how computers work, where they are used, and how they relate to education. The course will be taught in a non-technical manner, and is open to all students; prior knowledge of computers is not required. Computing facilities including a microcomputer and an interactive computer system are available to students for practice and experimentation. The course will emphasize computer use in the learning process, and will include such areas as computer-assisted learning, computers in school administration, and computers for personal use, as well as potential uses of computers in the home.

5480 The Use of Graphic Illustrations in the Classroom (2 hours)
A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations; artistic ability is not a prerequisite.

5210 Values Education (2 hours)
An interdisciplinary course that will explore the implications of values education and morality in the various subject areas included in the school curriculum. The major emphasis will be on examining new ways of integrating moral education into the school program.

Programs in Technological Studies

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools. This program is also offered in two spring sessions.

Ontario Teacher's Certificate

Candidates with Canadian citizenship who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate. Candidates with permanent resident status who meet all requirements of the program may be recommended to the Ministry for a Temporary Letter of Standing valid for one year.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

Applicants must meet the following admission requirements:

1. Grade 12 graduation, or the successful completion of courses considered by the Ministry to be its equivalent;
2. One of:
   - five years of wage-earning business or industrial experience related to an approved area of technological studies (see below), or
   - a combination of post-grade 12 education and business or industrial experience that totals five years, including at least two years of wage-earning experience related to an approved area or areas of technological studies.
3. Proof of competence in two areas of technological studies, one at the basic level and a second at either the basic or advanced level.

Areas of Technological Studies

Basic Level	Advanced Level
Business	*Business*
Clerical Practice	Clerical Practice
Merchandising	Merchandising
Warehousing	Warehousing
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration, Air Conditioning, Heating	Refrigeration*
	Air Conditioning*
	Heating, Ventilation
Trowel Trades	Plaster
	Concrete
	Masonry
Woodwork	Carpentry
	Cabinet Making
Electrical	*Electrical*
Electricity	Electricity – Installation & Maintenance*
	Electrical Theory & Test†
Electronics	Electronics—Computer†
	Electronics—General†
Food Services	*Food Services*
Food Services	Baking Food Services
	Commercial Food Services
	Domestic Food Services†
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Arts

Spring Program

Basic Level	Advanced Level
Horticulture	*Horticulture*
Horticulture – General	Horticulture – General†
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop
Power Transmission & Control	Industrial Physics†
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Industrial Arts	Industrial Arts
Project Design	Project Design
Music	*Music*
Music	Music – Instrumental
	Music – Vocal
Natural Resources	*Natural Resources*
Natural Resource Management	Natural Resource Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
	Barbering*
Home & Family Care	Home & Family Care†
Hospital Services	Hospital Services†
Textiles	*Textiles*
Textile Maintenance (Dry-cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

*Requires Ministry of Colleges and Universities Certification of Qualification.

†Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.

The one-year program offered in the fall and winter terms may also be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate *or*, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 39-40.

Application Procedure

Full application instructions with details on admission may be obtained from the Chairman of the Department of Technical and Industrial Arts. Completed applications should be received by the Department not later than August 15, accompanied by:

- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name

Technical Proficiency Examinations

Candidates will be required to pass both the theory and practical examinations designed to test their attainments as skilled workers in the subjects concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

Program of Studies

The Program has five components:
- Teaching Options
- Foundations
- Complementary Studies
- School Law in Ontario
- Practice Teaching

Details of Courses

In each case, the numeral in brackets indicates the number of lecture hours per week.

Teaching Options

1010 Principles and Methods of Teaching Technological Studies (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

1030 Teaching a Related Subject in Technological Studies (3 hours)
An introduction to the cognitive and psychomotor skills necessary to teach a second technological studies subject safely and effectively through the basic level. Practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies.

5020 Special Education in Technological Studies (4 hours)
An overview of education for the learning disabled, the emotionally disturbed, the culturally deprived, the intellectually exceptional, and the slower learner. Teaching strategies, organization, and program development in technological studies will be covered. Practice teaching experiences directly related to the course will be scheduled in selected schools. On successful completion of this course, a candidate may be recommended for an additional qualification, Part I of the three-session Specialist course in Special Education.

Foundations

3030 Curriculum Development for Technological Studies (2 hours)
A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

3050 Psychology Applied to Teaching Technological Studies (2 hours)
An introductory course designed for teachers of technological studies, with special reference to the application of educational psychology in the classroom. Areas explored include development and adjustment, motivation, intelligence and its

measurement, and the learning process, with stress on motor learning. Theoretical approaches are examined in terms of their practical applications.

3070 History and Philosophy of Technological Studies (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by such thinkers as Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, and Whitehead. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Complementary Studies

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

School Law in Ontario

6010 School Law in Ontario (1 hour)
All candidates proceeding to the Ontario Teacher's Certificate are required to take this course, which will cover a wide range of regulatory, professional, and curricular concerns that derive from the legal basis of education in Ontario. Topics will include: the Education Acts and Regulations of the Province of Ontario; the organization of provincial and local systems of education; powers and duties of the various education authorities; functions and ethics of professional organizations; curriculum guidelines and curriculum development.

Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to make them up at the end of the session.

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.):

1 Basic Level

a For applicants with O.T.C. qualifications in technological studies, who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.
b For applicants who have the O.T.C. without qualifications in technological studies, but with at least 24 months of wage-earning experience related to an approved area of technological studies.*

2 Advanced Level

For applicants with O.T.C. qualifications in technological studies.

3 Honour Specialist

For applicants with O.T.C. qualifications in technological studies, who have:
a qualifications in at least three areas, one of which must be at both the basic and advanced levels;
b two years of successful teaching experience in technological studies in Ontario;
c one year's full-time post-secondary education or equivalent.

Applications for summer programs must be received not later than May 14 by the Chairman, Technical and Industrial Arts Department.

Part II of a two-session summer program leading to the Technological Studies Honour Specialist qualification will be offered for the last time in the summer of 1980.

*Candidates must pass written and practical examinations to test their skills in the subjects concerned.

Institute of Child Study

Inquiries concerning courses at the Institute of Child Study should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto M5R 2X2. The Institute of Child Study is a centre for professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 110 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St George's School for Child Study—the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. Originally, the work of the Institute was primarily devoted to research studies focusing on the preschool years. In 1953, the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971, the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

Programs Leading to the Diploma in Child Study

Qualified students may participate in the academic program of the Institute under one of the following arrangements:
1 Two-year program for students enrolled in Early Childhood Education or Child Assessment and Counselling. Candidates must successfully complete ten full courses, including all courses prescribed. In special cases, the two-year program may be taken in three years.
2 One-year program for students with prior professional training and experience. Candidates must successfully complete five full courses, including all courses prescribed. The one-year program may be taken in two years.
3 Part-time evening and summer daytime program for students with a university degree, an Ontario Teacher's Certificate, and teaching experience at the primary level. This program, consisting of five full courses plus a practicum, can be completed over a period of two winters and one summer.

Academic Requirement for Admission

A bachelor's degree, with at least a *B* standing, from a recognized university.

Application Procedure

Applications, on forms obtained from the Registrar of the Faculty of Education, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits

Conditions for Final Standing

To be recommended for the Diploma in Child Study in Early Childhood Education or in Child Assessment and Counselling, a candidate must attain at least:
- a Pass grade in each practicum course and elective course
- an overall *B* average for all other courses, with a minimum of a *D* grade in any one

To be recommended for the Ontario Teacher's Certificate, a candidate in Early Childhood Education must attain, in addition to the Diploma requirements, at least a Pass grade in *School Law in Ontario* 6010.

Grades in practicum courses will be reported in the grade scale of Pass/Fail (*P/FL*).

Grades in the elective courses for Early Childhood Education and in *School Law in Ontario* 6010 will be reported in the grade scale of Honour/Pass/Fail (*H/P/FL*).

Grades in all other courses will be reported in the letter grade scale of *A,B,C,D,FX*.

The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and the translation table is as follows:

Letter Grade Scale	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	80—100	*87*
B	*Good*	70—79	*75*
C	*Adequate*	60—69	*65*
D	*Marginal*	50—59	*55*
FX	*Inadequate*	0—49	*25*

Fees (See page 42)

Early Childhood Education

On successful completion of this program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. (See page 17) Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three-and four-year olds in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year

2120 Introduction to Early Childhood Education
2121 Observation and Assessment of Young Children
2122 Curriculum Design and Implementation Part I
2124 Teaching Practicum
One elective see below

Second Year

1003 Group Processes and Family Life
2223 Curriculum Design and Implementation Part II
2230 Programming for Young Children
2231 Advanced Teaching Practicum
One elective see below

Electives

1004 Development in Infancy
1006 Theories of Human Development
1011 Programs in Special Education
4060 Seminar and Practicum in Infant Care
4062 Research Seminars and Practice
A Complementary Studies course from the B.Ed. program (see pages 21-25)

NOTE: All students must take the following course in either the first or second year: 6010 *School Law in Ontario.*

Child Assessment and Counselling

In the first year the student is introduced to theories and methods of assessing intellectual, emotional, and perceptual-motor functioning. Emphasis is on testing as a standardized method of making observations. Students participate in the counselling program of the Institute's laboratory school as part of the teacher-counsellor team. In the second year the student is introduced to methods of interviewing children and adults, and the theories and techniques of educational and therapeutic intervention. Opportunities are given for observation of and participation in assessment interviewing and counselling. A placement of two days per week in a school or clinical setting is required in the second year to enable students to put into practice the theories and techniques studied.

First Year

1002 Child Development
1003 Group Processes and Family Life
3140 Introduction to the Assessment of Children's Intellectual Functioning (half course)
3141 Introduction to the Assessment of Children's Emotional Functioning (half course)
3142 Practicum in Educational Programs and Counselling
One elective see above

Second Year

3250 Principles of Child Management (half course)
3251 Seminar in Interviewing and Counselling (half course)
3252 Practicum in Interviewing and Counselling (half course)
3253 Theories of Counselling
3255 Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
One elective see above

Details of Courses

1003 Group Processes and Family Life
An examination of family life from the standpoint of small group theory and research. Socialization processes in the context of family life will be related to prospects for fostering social competence. Case material and live interviews will be used to provide students with an opportunity to analyse family interaction and plan remedial programs.

1004 Development in Infancy
An examination of the development of children from birth to two years, with a view to understanding normal development and recognizing deviations from it. A study of the effects of prenatal influences, birth trauma, and postnatal experiences on later personality. An investigation of the research literature having a bearing on these factors. Observation of infants in various settings.

1006 Theories of Human Development
An overview of major conceptual schemes in child development, personality, and socialization, with an opportunity for in-depth exploration of selected primary sources. Lectures provide explications followed by discussion of classic and current critiques. In addition to group seminars, individual tutorials may be arranged with the instructor.

1011 Programs in Special Education
The identification and examination of a variety of educational settings dealing with the intellectual, social and emotional development of children with disabilities. A number of current programs and methods used to facilitate the child's mental health will be considered in terms of the learning environment, parental adjustment, availability of community resources, and occupational possibilities.

2120 Introduction to Early Childhood Education
This course deals with the teaching-learning process as it relates to children up to the age of thirteen. It includes an examination of the complex interaction between such factors as the child's stage of development, socio-economic status, motivation and emotion, the learning environment, and the role of the teacher. Classroom discussions relate theoretical concepts to practicum experiences.

2121 Observation and Assessment of Young Children
This course is designed to help students develop competency in observing, recording, and interpreting behaviour, and planning educational experiences for children. It illustrates the teacher's functions as problem-solver and decision-maker in the classroom.

2122 Curriculum Design and Implementation, Part I
A study of educational techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children from ages three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

2223 Curriculum Design and Implementation, Part II
A study of educational techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children from ages three to twelve in the areas of the Arts (visual arts, music, physical education, and drama), and Environmental Studies.

2124 Teaching Practicum
Includes an average of twelve hours a week supervised field experience in the Institute's laboratory school, in public and separate schools, and other settings, plus a four-week full-time placement following the end of academic classes.

2230 Programming for Young Children
Students are required to develop and carry out complete educational and activity programs for the classroom. Small groups of students work together in preparing and implementing a program which is later analysed in the light of various educational viewpoints, such as those of Montessori, Piaget, Bruner, Bereiter, Greelman, and others. Problems of administration, relations with community and parents, and educational and community resources are also examined.

2231 Advanced Teaching Practicum
An average of twelve hours a week teaching experience. This includes the development and implementation of an early childhood education program in the laboratory school, as well as placement in public or separate schools, and in a setting chosen by the student. The course includes seminars on problems encountered in this practicum.

3140 Introduction to the Assessment of Children's Intellectual Functioning (half course)
An introduction to theories and methods of assessing intellectual and perceptual-motor functioning. The development of tests, what they measure, and their use and misuse are discussed. Stress is laid on testing as a standardized method of making observations. Clear and effective report writing is also emphasized.

3141 Introduction to the Assessment of Children's Emotional Functioning (half course)
An introduction to theories and methods of assessing emotional functioning. The development of tests, what they measure, and their use and misuse are discussed. Clear and effective report writing is emphasized.

3142 Practicum in Educational Programs and Counselling
Participation in the teaching and counselling program of the laboratory school, with a view to becoming familiar with needs and requirements of children and teachers in the classroom; observations of classroom activities; report writing, examination of individual and group goals. Students will participate in a teacher-counsellor team that discusses problems and carries out remedial programs. A seminar is conducted in conjunction with the practicum.

3250 Principles of Child Management (half course)
An exploration of methods designed to encourage desirable behaviour in children and discourage undesirable behaviour. Principles of child management based on a social learning approach to behaviour will be discussed in relation to managing children individually, as well as in groups. Self-control strategies will be emphasized.

3251 Seminar in Interviewing and Counselling (half course)
Seminars cover a number of topics related to clinical training: the meaning and use of defence mechanisms, research on the efficiency of counselling, and the prediction of adult mental health status from childhood. Roughly half the topics to be covered are pre-determined, and the remainder are chosen by class interest and consensus.

3252 Practicum in Interviewing and Counselling (half course)
This course is designed to develop the ability to listen and respond with sensitivity and awareness. It serves as a laboratory in which techniques and skills are studied in the context of what makes a relationship therapeutic. Opportunity is given for increasing self-awareness.

3253 Theories of Counselling
An exploration and critical analysis of several theories of the counselling process. Students will use Rogerian approaches to conduct interviews that will be analysed in class.

3255 Practicum in Assessment and Counselling
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 Rorschach Analysis (half course)
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training in the writing of personality evaluations based on Rorschach responses is included.

4060 Seminar and Practicum in Infant Care
Recent research and theory on infancy, with implications for infant care. An eight-week practicum gives students an opportunity to develop competence. Knowledge of infant development will be used to assess programs in day care centres and homes. Mental health will be studied and assessed.
Prerequisite: course 1004 or equivalent. Students planning to take this course should arrange for one placement in an infant care setting in their first year of study.

4061 Seminar and Practicum in Infant Assessment
Designed to provide students with some depth of knowledge of recent research and theory on infancy. Knowledge of infant behaviour is gained by limited participation in day care programs. The recognition and diagnosis of developmental stages are emphasized, and students learn to use a standard developmental test and the Flint Infant Security Test. The basis of mental health is discussed, and ways of promoting learning and mental health in infants are explored.
Prerequisite: course 1004 or equivalent.

4062 Research Seminars and Practica
An opportunity for students to participate in current staff research projects. Students will be involved in all phases of research: literature reviews, design, data gathering, and analysis. Students may plan independent research projects and/or practica with members of staff.

Continuing Education and Graduate Studies

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, one-session, three-session specialist, and honour specialist courses. These courses are offered in the summer session and winter evening session.

1 One-session Divisional
These courses are offered to holders of an approved university degree and the Ontario Teacher's Certificate, who wish to acquire qualifications in an additional area:
- Primary
- Junior
- Intermediate
- Senior

2 One-session Technological Studies – Basic Level
These courses at the basic level are offered to holders of the Ontario Teacher's Certificate with qualifications in technological studies or with the requisite amount of work experience.

3 One-session
These courses are offered to holders of the Ontario Teacher's Certificate who wish to acquire qualifications in the following areas:
- Associate Teacher
- Childhood Education
- Law

4 Three-session Specialist
These courses are offered to holders of the Ontario Teacher's Certificate. In the case of Primary, Junior, and Intermediate Education, applicants must also hold the basic qualifications for the division concerned.
- Business Education
- Dramatic Arts
- English as a Second Language
- Environmental Science
- French as a Second Language
- Guidance
- Home Economics
- Industrial Arts
- Intermediate Education
- Junior Education
- Librarianship
- Media
- Multiculturalism in Education
- Music – Instrumental
- Music – Vocal (P/J; I/S)
- Physical and Health Education (P/J; I/S)
- Primary Education
- Reading
- Special Education
- Visual Arts

5 One-session Honour Specialist

These courses are offered to holders of the Ontario Teacher's Certificate, who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the honour specialist qualification.

- Biology
- Chemistry
- Dramatic Arts
- Economics
- English
- French
- Geography
- Geology
- Greek
- History
- Home Economics
- Italian
- Latin
- Man in Society
- Mathematics
- Music
- Physical and Health Education
- Physics
- Political Science
- Spanish
- Visual Arts

NOTE: There are prerequisites for admission to the one-session divisional, one-session Technological Studies – Basic, three-session specialist, and honour specialist courses. For information on prerequisites in specific programs, see Details of courses (pages 9-25) and also the Faculty of Education's *Office of Continuing Education Prospectus for* 1980-81.

Information and application forms are available from the office of the Registrar, Faculty of Education (978-3222).

July 2 – August 1

One-session

*Primary Division
*Junior Division
Intermediate Division:
English, French, Geography, History, Home Economics, Man in Society, Mathematics, Physical Education, Science, Visual Arts
Senior Division:
Computer Science, English, French, Geography, German, History, Home Economics, Italian, Man in Society, Mathematics, Physical Education, Science, Spanish, Visual Arts
Technological Studies
Intermediate/Senior
Law
*Childhood Education

*July 2 – 25

Three-Session Specialist

Business Education	
Accountancy	Parts I, II, III
Data Processing	Parts I, II, III
Marketing/Merchandising	Parts I, II, III
Secretarial	Parts I, II, III
Dramatic Arts	Parts I, II, III
English as a Second Language	Parts I, II, III
Environmental Science	Parts I, II
French as a Second Language	Parts I, II, III
Guidance	Parts I, II, III
Home Economics	Parts I, II, III
Industrial Arts	Parts I, II, III
*Intermediate Education	Parts I, II, III
*Junior Education	Parts I, II, III
Librarianship	Part I
Media	Parts I, II, III
Multiculturalism in Education	Parts I, II
Music:	
Vocal, Primary/Junior	Parts I, II, III
Vocal, Intermediate/Senior	Parts I, II, III
Instrumental	Parts I, II, III
Physical and Health Education	
Primary/Junior	Parts I, II, III
Intermediate/Senior	Parts I, II, III
*Primary Education	Parts I, II, III
Reading	Parts I, II, III
Special Education	Parts I, II, III
Visual Arts	Parts I, II, III

*July 2 – 25

Winter Evening Session, 1980-81

One-session Honour Specialist

General Studies:
Biology, Chemistry, Dramatic Arts, Economics, English, French, Geography, Geology, German, Greek, History, Home Economics, Italian, Latin, Man in Society, Mathematics, Music, Physical and Health Education, Physics, Political Science, Spanish, Visual Arts
Technological Studies
Type A Vocational/Occupational Program Completing Session

One-session Basic

Physical and Health Education, Intermediate
Physical and Health Education, Senior
Technological Studies

Three-session Specialist

Dramatic Arts	Part I
English as a Second Language/Dialect	Parts I, II
Environmental Science	Part I
French as a Second Language	Parts I, II, III
Guidance	Parts I, II
Home Economics	Part III
Industrial Arts	Parts I, II, III
Intermediate Education	Parts I, II
Junior Education	Parts I, II, III
Librarianship	Parts I, II
Multiculturalism in Education	Parts I, II, III
Music – Vocal P/J	Parts I, II
Physical and Health Education P/J	Parts I, II, III
Physical and Health Education I/S	Parts I, II, III
Primary Education	Parts I, II, III
Reading	Parts I, II, III
Special Education	Parts I, II, III
Visual Arts	Parts I, II

One-session Honour Specialist

General Studies:
English, French, History, Mathematics, Physical and Health Education

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program which integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching and learning at an advanced level. This is a cooperative program designed jointly by departments in the Faculty of Arts and Science and the Faculty of Education as well as other divisions of the University. Specializations are currently available in English and mathematics.

Admission Requirements

Applicants for admission to the Master of Arts/Science in Teaching Program will be required to have a four-year University of Toronto bachelor's degree with at least a *B* standing in the final year, or its equivalent from this or another approved university (participating departments may require higher academic admission standards), and at least three years of successful professional experience in education.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows:

- two integrated courses;
- one special course in educational aspects of the core discipline; and
- one course in the department of specialization.

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time study basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Admission to the program will be on the recommendation of the department of specialization. Students enrolled in the program must be registered in the department of their specialization.

Application and Inquiries

Application forms may be obtained from the School of Graduate Studies, 63 St George Street, Toronto M5S 2E6.

Information about the program may be obtained from the Chairman, Master of Arts/Science in Teaching Program, Faculty of Education, 371 Bloor St. W., Toronto M5S 2R7.

Bachelor of Education Degree Program

Bachelor of Education Degree Program by Part-Time Study

The Faculty of Education offers to holders of the Ontario Teacher's Certificate a program leading to the Bachelor of Education degree. This will consist of four courses in the current one-year Bachelor of Education degree program, drawn from the offerings under Foundations and Complementary Studies.

Admission Requirements

- an approved degree from an accredited university
- an Ontario Teacher's Certificate

General Information

The summer day sessions are of six weeks' duration. The course in each subject will be thirty class hours. A candidate may take one or two courses in each of the Fall, Spring, and Summer terms.

Inquiry and Application

Information and application forms are available from the Co-ordinator of Continuing Education and Graduate Studies, Faculty of Education (978-5261).

Faculty and University Information

Attendance

Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registration cancelled at any time by the Council.

Grading Practices

During the first week of each course, instructors will inform the class, both orally and in writing, of their evaluation procedures, and will provide:

- a list of all assignments, with their due dates;
- the weighting factor or percentage allotment for each course requirement;
- a statement on the procedure used to determine final grades;
- a description of the format and nature of the final examination (where applicable).

After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of a majority of the students enrolled in the course, and the approval of the Dean's Committee on Grading Practices.

Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students, with time for its discussion.

Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

All final course grades submitted by instructors will be reviewed by a Dean's committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

Conditions for Final Standing

Candidates will be evaluated on all five parts of the program: Teaching Options, Foundations, Practice Teaching, Complementary Studies, and the compulsory course, *School Law in Ontario*.

Grades in the Teaching Options, Foundations, and Practice Teaching will be reported in the letter grade scale of *A, B, C, D, FX*. Grades in the Complementary Studies course and in *School Law in Ontario* will be reported in the grade scale of Honour/Pass/Fail (*H/P/FL*).

The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and the translation table is as follows:

Letter Grade Scale	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	*80 – 100*	*87*
B	*Good*	*70 – 79*	*75*
C	*Adequate*	*60 – 69*	*65*
D	*Marginal*	*50 – 59*	*55*
FX	*Inadequate*	*0 – 49*	*25*

To be recommended for the Bachelor of Education degree and the Ontario Teacher's Certificate, a candidate must attain:

a a minimum of a *C* average in each of the following parts of the program:
- Teaching Options*
- Foundations
- Practice Teaching

b a minimum of a *D* grade in each course in:
- Teaching Options
- Foundations

c an Honour or Pass grade in:
- the Complementary Studies course
- *School Law in Ontario*

*The average in Teaching Options for Junior/Intermediate candidates will be determined by assigning to the Junior course twice the weight of an Intermediate course.

Supplemental Privileges

A candidate may have supplemental privileges in a course in which an *FX* or *FL* has been received. This privilege is limited to a maximum of two courses, of which only one may be a Teaching Option.

A candidate who receives a *D* grade in a Teaching Option or Foundations course may be granted supplemental privileges in that course if the *D* grade has reduced the average in that part to less than *C*.

There are no supplemental privileges for the Practice Teaching part of the program.

Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

A candidate granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

1 by taking an examination during August,

2 by otherwise satisfying the requirement of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree and the Ontario Teacher's Certificate.

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Appeals

There is a five-stage appeals procedure. In the first instance, the appeal should be made to the instructor concerned. If this fails to satisfy, successive appeals may be made, until the problem is resolved, to the following:
- the department chairperson
- the Appeals Committee of the Faculty Council
- the Divisional Committee of the Faculty
- the Academic Appeals Board

An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than six months after the decision from which the appeal is being taken has been communicated in writing to the appellant.

At the first three levels, appeals must be initiated within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may be obtained from the Registrar's office.

Results Withheld

Students who have not paid their fees or residence dues in full or who have outstanding library dues or bookstore accounts at the end of the session will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their diplomas or recommendations for any Ministry of Education teaching certificates until payment is made.

Transcripts

Transcripts of academic record can be obtained from the Faculty Registrar's Office on payment of a fee.

Withdrawal

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed 'Withdrawal from the University' form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be

entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

University Discipline

a *Academic.*
The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, the evaluation of a student's work by irrelevant criteria, etc. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Affairs Committee of the Governing Council.

b *Discipline in non-academic matters.*
The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern to the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

The University reserves the right to alter the fees and other charges described in this calendar.

A student who registers after the last date for normal registration will be required to pay a late registration fee of $10.

Fees

General Studies and Technological Studies One-Year Program

Academic fee	$851.00
Campus services	93.50
Student society fees	24.50
Total fee payable	969.00
First instalment, *due September 2**	629.00

Visa Students

Academic fee	$1612.00
Campus services	93.50
Student society fees	24.50
Total fee payable	1730.00
First instalment, *due September 2**	1085.00

*A $50 deposit must be paid by applicants before final confirmation of admission, and will be deducted from the total fee, or first instalment.

Technological Studies Spring Session (May-August)

Academic fee	$425.00
Incidental fees	14.00
Total fee payable, due April 25	439.00

NOTES:

1 At least the first instalment of fees must be paid before a student card will be issued.
2 Commencing September 15, all outstanding balances, regardless of source of payment, are subject to a service charge of 1½% per month calculated on the 15th of each month beginning in October, until the account is paid in full.
3 A special fee of $45 will be collected on the first day of the course *Outdoor Education* 5200, to defray the cost of field trips and an outdoor education weekend.
4 Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Supplemental Examinations

For each supplemental examination in any course except Honour Specialist	$10.00
For the supplemental examination(s) for any Honour Specialist course	$20.00

Institute of Child Study

Academic fee	$851.00
Campus services	93.50
Student society fees	21.50
Total fee payable	966.00
First instalment, *due September 2*	626.00

Special Students, Institute of Child Study

Academic fee, first subject	$170.00
Incidental fees	14.00
Total fees, *due September 2*	184.00
Each additional subject	$170.00

Winter Evening and Summer Sessions

For a full certificate program	$170.00

Ontario Student Assistance Program

The components of the Ontario Student Assistance Program are as follows:

The Ontario Study Grant Plan
Non-repayable grant assistance to students from less affluent families, normally for their first four years of post-secondary education.

The Canada Student Loans Plan
Need-tested loan assistance up to and including the doctoral level of study. Students who have reached "independent status" can be assessed for loan assistance without reference to their family's income.

The Ontario Student Loans Plan
Need-tested loan assistance available to students who are not covered by the Canada Student Loans Plan.

The Ontario Special Bursary Plan
Grant assistance for particularly needy part-time students. There will continue to be an upper limit on the number of courses that a student can take (three university courses or their equivalent), and students will not be able to receive financial assistance from both this program and the Ontario Study Grant Plan at the same time.

All students who are attending the University of Toronto may qualify for aid under one or more of these plans, provided they satisfy the residency requirements as outlined in the Ontario Student Assistance brochure, and demonstrate financial need. Students wishing to apply under the Ontario Student Loans Plan can do so on the same application form. Students intending to apply under the Ontario Special Bursary Plan should contact the Office of Student Awards directly at 978-2204 to arrange a personal interview.

Application forms and brochures can be obtained from the Office of Student Awards, University of Toronto, Room 107, Simcoe Hall, Toronto M5S 1A1.

Bursaries for Second-Language Teachers
Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7A 2B4 (965-5241)

Faculty of Education Bursary
The Council of the Faculty of Education offers one or more bursaries up to a total of $400 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 15.

The R. D. Phillips Memorial Loan Fund
This loan fund was established by contributions made by Technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R. D. Phillips, Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department, who demonstrate financial need. Applications should be made to the Chairman of the Department.

Awards and Honours

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. Each will receive a bronze sculpture of a young person gazing in wonder at an object—a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character.'

Award for Outstanding Contribution to the Life of the Faculty

The students and staff of the Faculty of Education annually recognize a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty. The award is made in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973-74. For it, the same sculpture as that for the Awards of Honour will be presented.

Dean's Honour List

Recognition is given annually to those students who achieve *A* (or Honour) standing in all parts of their program of study.

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

International Business Machines Canada Limited Scholarship

International Business Machines (IBM) Canada Limited has established a scholarship in the total amount of $300 to be awarded annually to one or more students on the basis of participation and achievement in the Computer Science course. Applications not required.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the Institute of Child Study. A total of $1000 to be awarded annually to one or two candidates for the Diploma in Child Study, on the basis of scholastic attainment; financial need may be a consideration. Selection to be made by the Awards Committee of the Institute of Child Study. Applications not required.

William Pakenham Fellowship in Education

The late Dr William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $2000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Memorial Award

Offered by Mrs M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. This award is intended to recognize annually a student enrolled in the Guidance course in the one-year Bachelor of Education program, and is based on scholarship, teaching ability, and potential contribution to the development of guidance and counselling. The recipient of the award (value $400) must satisfy the Dean and the Chairman that the funds will be devoted to furthering his or her education in this field by travel, study, or research.

Don Wright Scholarship in Vocal Music

The Don Wright Charitable Foundation has established a scholarship in the amount of $500 to be awarded annually to a student enrolled in music who has a strong interest in developing young voices in the grades of the junior and intermediate divisions.

General Information

Faculty Facilities

Facilities include a library, laboratories, gymnasia, an educational media centre with a television studio, language laboratories, a theatre studio, and a computer centre.

The Library houses a collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. Its collection of mounted pictures, filmstrips, pamphlets, slides, recordings, and kits is available to students for use both at the Faculty and in their practice teaching assignments. Facilities for previewing audiovisual aids are provided.

The Faculty's Health Centre, with a registered nurse in charge, offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

A speech consultant offers weekly classes in developing projection and variety of the voice. Students unable to attend these classes because of timetable conflicts may arrange for individual consultations.

Faculty of Education Student Union

The Student Union is concerned with all matters pertaining to students of the Faculty. It organizes extracurricular activities for the students, and acts on their behalf in any matter that may arise relating to the Faculty program. To provide continuity of organization in student affairs, it maintains a year-round office at 703 Spadina Avenue.

Through this government, all students have voting members on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

Guidance Centre

The Guidance Centre publishes and distributes standardized tests, books, and periodicals related to general education, occupational information monographs, and other educational materials for teachers and guidance counsellors. Its offices are located at 1000 Yonge Street, Toronto M4W 2K8 (978-3210).

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Welcome to University of Toronto.* This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsman, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Faculty of Education Staff 1979-80

Dean
J.C. Ricker, M.A.

Associate Dean
W.G. London, B.A., ED.M.

Assistant Deans
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Early Childhood and Elementary Education*
J.W. Greig, B.A., M.ED., ED.D. *Continuing Education and Graduate Studies*

Registrar
L.J. La Fave, B.ED., M.B.A.

Admissions and Universities Liaison Officer
G.A. Whyte, B.A., B.J.

Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
H.O. Barrett, C.D., B.A., D.PAED., F.O.T.F.
W.B. MacLean, M.A.
J.M. Paton, M.A., D.PAED., F.C.C.T.
A.F. Skinner, M.A., B.SC., PH.D.,F.E.I.S.
P.H. Taçon, B.PAED., M.A.
G.E. Tait, B.A., B.PAED., ED.D.

Art Education
J.A.M. Emerson, M.A. *Associate Professor*

Business Education
B.E. Conchie, B.A. *Associate Professor*
G.A. Reid, B.COM., B.ED., M.A., F.C.C.T. *Professor*
R.B. Wilson, B.COM., M.S.T. *Associate Professor*

Computer Studies
L.J. La Fave, B.ED., M.B.A. *Professor*
D.W. Garth, B.COM. *Associate Professor*
G.D. Milbrandt, B.S.ED., M.ED. *Associate Professor*

Continuing Education and Graduate Studies
J.W. Greig, B.A., M.ED., ED.D. *Professor*
R.J. McMaster, B.A., B.ED. *Professor*
D.I. Galbraith, B.SC., M.ED. *Associate Professor*
H.A. Yeager, B.H.SC., M.ED. *Associate Professor*
C.J. Lundy, B.A. *Assistant Professor*

Counsellor Education
P.A. Manuel, B.A., M.ED. *Associate Professor*
C.L. Bedal, B.A., M.ED. *Professor*
B.R. Eardley, B.S., M.ED. *Associate Professor*

Dramatic Arts
D.W. Booth, B.A., M.ED. *Associate Professor*
C.J. Lundy, B.A. *Assistant Professor*

Educational Administration
J.D. Wood, M.A., PH.D., A.R.C.T. *Associate Professor*
V.K. Gilbert, B.SC., M.ED., PH.D. *Professor*
A.T. Sheehan, M.ED., PH.D., F.C.C.T. *Professor*
R.A. Martin, B.A.SC., M.ED., PH.D. *Associate Professor*
B.C. Stewart, B.A., M.ED. *Associate Professor*
E.A. Rix, A.MUS.B., B.A., M.ED. *Tutor*

Educational Psychology
D.S.J. Shackel, M.A., PH.D. *Associate Professor*
R.W. Dent, M.A., PH.D. *Professor*
S.L. Kong, B.A., M.ED., PH.D. *Professor*
C.C. Brodeur, M.A., M.A. (PHIL.), PH.D. *Associate Professor*
A.B. Durell, M.A., PH.D. *Associate Professor*
C. Tan-Willman, B.S.E., M.A., PH.D. *Associate Professor*

Elementary Education
G.W. Hunt, B.A. M.ED. *Associate Professor*
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Professor*

English
J.W. MacDonald, M.A., ED.D. *Professor*
J.L. Aitken, M.A., PH.D. *Professor*
A.C. Coman, M.A. (Edin.), M.A. *Professor*
R.S. Harris, PH.D. *Professor*
R.J. McMaster, B.A., B.ED. *Professor*
R.T. Shephard, B.A., M.ED. *Professor*
J.H. Stevens, M.A. *Professor*
A.A. Bowers, B.A., M.ED. *Associate Professor*
J. Laird, B.A. *Associate Professor*

Geography
U. Elliott, M.A. *Professor*
R.P. Baine, M.A. *Professor*
W.E. Sager, C.D., B.A. *Professor*
R. Rees, B.SC., M.ED. *Associate Professor*

Guidance Centre
S.J. Totton, B.A. *Manager*

History, Economics, Political Science, Psychology and Sociology
L.R. Hill, M.A. *Associate Professor*
G. Smith, M.A. *Professor*
R.W.P. Bowles, B.A. *Associate Professor*
J.D. Thexton, M.A., PH.D. *Associate Professor*
G. Regan, PH.D., M.B.A. *Tutor*

History, Philosophy, and Sociology of Education
L.J. Stott, B.ED., PH.D. *Professor*
G.W. Bancroft, B.A., M.ED., PH.D. *Professor*
G.H. Boyes, M.A. *Professor*
T.W. Goodenough, M.A. *Associate Professor*
K.A. McLeod, B.A., M.ED., PH.D. *Associate Professor*
S.T. Rusak, B.A., M.ED., PH.D. *Associate Professor*

Home Economics
A.M. Warner, B.A., M.S. *Associate Professor*
H.A. Yeager, B.H.SC., M.ED. *Associate Professor*
M. Villers, B.A., M.A. *Assistant Professor*

Institute of Child Study
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Professor*
B. Flint, DIP.C.S., M.A. *Professor*
M.F. Grapko, M.A., PH.D. *Professor*
A.J. Biemiller, M.S., PH.D. *Associate Professor*
J.P. Klein, M.A., PH.D. *Associate Professor*
D. Levinson, M.A., PH.D. *Associate Professor*
R. Pike, B.S.W., M.A., PH.D. *Associate Professor*
A. Schermann, M.SC. *Associate Professor*
R.J. Volpe, M.A., PH.D. *Associate Professor*
M.A. Penner, B.A., DIP.C.S., M.ED. *Tutor*
D.M. Graham, M.A., PH.D. *Assistant Professor (part-time)*
R.G.N. Laidlaw, M.A., PH.D. *Special Lecturer (part-time)*
P. Karal, M.A., PH.D. *Lecturer (part-time)*

Library
M.C. Shortt, M.A., M.L.S. *Chief Librarian*
J.M. Clement, B.A., M.L.S. *Librarian*
D.C. George, B.A., B.L.S. *Librarian*

Mathematics
D.W. Alexander, B.A., M.SC., ED.D. *Professor*
F. Ebos, M.SC. *Professor*
H.L. Ridge, B.SC., M.A., PH.D. *Professor*
D.L. Fraser, B.SC., B.ED., M.A. *Associate Professor*
S.K. Harburn, B.SC., M.ED. *Associate Professor*

Modern and Classical Languages
R.R. Roy, B.PHIL., M.A. *Associate Professor*
R.J. Jones, B.A., MUS.BAC., A.R.C.T. *Professor*
H. Hainsworth, M.A. *Associate Professor*
C.R. Theodore, M.A. *Associate Professor*
R. Hrubi, DIP. PROF. FR. I'ET. *Senior Tutor*

Music
N. Kuzmich, MUS.BAC., M.A. *Professor*
C.A. Hennessy, B.A., B.ED., M.ED. *Tutor*

Physical and Health Education
F.J.M. Collard, B.P.H.E., B.A., M.SC. *Associate Professor*
J.R. Life, B.P.H.E., M.ED. *Professor*
D.F. Fawcett, B.P.H.E., M.A. *Associate Professor*
P.B. Robertson, B.P.H.E., B.A., M.ED. *Associate Professor*

Practice Teaching
R.G. Burfield, B.A., B.ED., *Associate Professor*
M.A. Millar, B.A., B.P.E., M.ED., *Associate Professor*

School Librarianship
R.J. Smith, B.A., M.L.S. *Associate Professor*
F. Blostein, B.A., B.L.S. *Assistant Professor*

Science Education
H.M. Lang, B.A., M.ED. *Professor*
W.A. Andrews, M.SC., B.ED. *Professor*
D.I. Galbraith, B.SC., M.ED. *Associate Professor*
T.J.E. Wolfe, B.S.A., M.ED. *Associate Professor*

Special Education
K.J. Weber, B.A., M.SC. (ED) *Professor*

Speech Consultant
E. Crampton *Senior Tutor*

Technical and Industrial Arts
D.J. Long, B.A., B.ED. *Associate Professor*
A. Gaydos, B.A., M.ED., PH.D. *Associate Professor*
I.T. Malloch, B.A. M.S.ED. *Associate Professor*
W.S. Sloan, B.A., A.O.C.A. *Associate Professor*
R. Sramek, B.A., M.A.E. *Associate Professor*
H.J. Taylor, B.A., B.ED., M.S.ED. *Associate Professor*
C.H. Wall, B.A., B.ED., M.A., PH.D. *Associate Professor*
W.J. Watson, B.A., B.ED., M.SC., M.ED., *Associate Professor*
R.W. Wilson, B.SC., M.SC., M.I.E.E. *Associate Professor*
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N.D. Fox, B.COM. *Assistant Principal*
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D.F. Boutros, B.A.
S.H. Bull, M.A.
M.U. Collier, M.A. B.ED.
D.T. Dingle, B.SC., B.D.
L.S. Duckworth, B.A., B.ED.
J.A. Fautley, MUS.BAC., B.ED.
G.A. Fleming, B.A., M.ED.
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M.P. Gendron, M.A.
S. Grafstein, B.A., B.ED.
I. Kiaupa, B.A., B.ED.
Y.E. Lacey, B.A.
D.J. Laurenson, B.SC., M.MATH.
B. LeGresley, B.A., M.ED.
N.E. Maier, M.A.
H.C. Maynard, M.A.
N.T. McLean, B.A.
W.R.H. Montgomery, M.A., PH.D.
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C.W.M. Pace, B.A., B.S.W., M.ED.
I.S. Relph, B.A., B.ED. *(part-time)*
F.M. Speed, B.SC., B.SC.S., M.ED.
J. Stulac, B.P.H.E., B.A., B.ED.
F.R. Wakelin, B.P.H.E., B.ED.

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E. Paterson, B.A.

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Faculty of Education
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Toronto, Ontario M5S 2R7

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Calendar

1981/82

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Faculty of Education

University of Toronto

Calendar

1981/82

Notice

Curriculum

At the time of printing, the courses of instruction described in this calendar are those intended to be offered in the academic year 1981-82. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but the provision of such instruction cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course of instruction described in this calendar, in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

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Academic Calendar 1981-82

Summer Term, 1981

June 29 — July 31

Fall Term, 1981 — Semester I

September 9 — 11	Registration
September 14	Classes begin
September 25	Last date for course changes
October 12	Thanksgiving Day
December 18	Classes end
December 21 — 23	Examinations

Spring Term, 1982 — Semester II

January 4	Classes resume
January 15	Last date for receiving second instalment of fees
February 22 — 26	Reading week
March 30	Last date for withdrawal without academic penalty
April 9	Good Friday
April 23	Classes end
April 28 — May 4	Examinations
May 3	Spring Program Technological Studies begins
June 18	Last date for accepting applications for August supplemental examinations

History and Function of the Faculty of Education

History

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial School of Pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in Pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a practical school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated as the Ontario College of Education, University of Toronto.

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, the University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* Since that time there has been further expansion with the addition of the Educational Media Centre in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated as the *Faculty of Education, University of Toronto.*

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MSCT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an MAT program in English and an MSCT program in mathematics were initiated, and in 1980-81 master's programs in geography, physics, and school librarianship were added.

Function of the Faculty of Education

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's one-year programs lead to the basic Ontario Teacher's Certificate (O.T.C.), which qualifies the holder to apply for a teaching position in Ontario elementary, secondary, and vocational schools. Holders of the O.T.C. may obtain additional qualifications in evening and summer courses offered by the Faculty.

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, a Master of Arts/Science in Teaching degree is available through part-time study.

1

Bachelor of Education and Ontario Teacher's Certificate Program

The degree of Bachelor of Education will be awarded by the University of Toronto to students who successfully complete the program that leads also to the Ontario Teacher's Certificate (O.T.C.) awarded by the Ministry of Education. This certificate qualifies the holder to teach in Ontario schools.

Successful students who are not Canadian citizens, but have permanent resident status, will receive the Bachelor of Education degree from the University of Toronto and a Temporary Letter of Standing from the Ministry of Education.

Admission

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average, and to those with relevant experience, such as work with children and adolescents, which offers evidence of a special interest in teaching. Preference is also given to those who have selected teaching subjects for which there is a high demand in the system.

Language Regulations

An applicant whose first language is other than English may be required to pass the Communication Test for Teaching in the English Language. The test will be conducted by a committee composed of representatives of the Ontario Secondary School Teachers' Federation, the Department of English of the University of Toronto, and the Council of the Faculty.

Admission of Foreign Students

The Faculty welcomes qualified foreign students who plan to return to their own countries on completion of their studies. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. Foreign students and others *who are candidates for the Bachelor of Education degree but not for an Ontario Teacher's Certificate* must comply with such conditions of admission as the Council of the Faculty may determine.

Application Procedure

Application forms and full instructions for applying may be obtained from the Faculty Registrar. Forms are also available on request from most Ontario university placement offices, normally beginning in October of the year prior to registration.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name

Program of Studies

The program has five components:
- Teaching Options
- Foundations
- Practice Teaching
- Complementary Studies
- School Law in Ontario

Teaching Options

Candidates must select one of the following areas of specialization:
Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 13)

Primary/Junior
This program integrates the content of *Primary Education* 1400 and *Junior Education* 1410 in one course, *Primary/Junior Education* 1420.

Junior/Intermediate
This program comprises three courses: *Junior* 1410 and two intermediate courses, at least one of which must be selected from list A, with a second from list A or List B. Prerequisites, if any, are given in the course descriptions.

LIST A	LIST B
Dramatic Arts 1071	English as a Second Language 1331
English 1101	Guidance 1051
French 1111	Reading 1061
Geography 1441	School Librarianship 1291
History 1151	Special Education 1321
Home Economics 1161	
Industrial Arts 1171	
Mathematics Education 1221	
Music — Vocal 1241	
Physical and Health Education 1251	
Science 1301	
Visual Arts 1011	

Intermediate/Senior
This program comprises two courses, at least one of which must be selected from List A, with a second from either List A or List B. Prerequisites, if any, are given in the course descriptions.

LIST A	LIST B
Business Education*	English as a Second Language 1330
Accounting 1340	Guidance 1050
Data Processing 1350	Reading 1060
Marketing 1360	School Librarianship 1290
Secretarial 1370	Special Education 1320
Computer Science 1040	
Dramatic Arts 1070	
Economics 1080	
English 1100	
Environmental Science 1380	
French 1110	
Geography 1440	
Geology 1130	
German 1140	
Greek 1210	
History 1150	
Home Economics 1160	
Industrial Arts 1170	
Italian 1190	
Latin 1200	
Man in Society 1270	
Mathematics Education 1220	
Music — Vocal 1240	
Physical and Health Education 1250	
Political Science 1260	
Science 1300	
Spanish 1310	
Visual Arts 1010	

*Students electing to teach Business Education must choose *two* business courses.

Foundations

A candidate will take three Foundations courses, one from each of the departments of Educational Administration, Educational Psychology, and History, Philosophy, and Sociology of Education.

Educational Administration
Administration in the Modern School 3050
Administration of Adult Education 3280
Evaluation of Student Performance 3040
The Individual Student and the School Program 3030
Program Organization 3020
Individual Research Project (Educational Administration) 3060

Educational Psychology
Contemporary Issues in Educational Psychology 3260
Learning and Human Behaviour 3070
Teaching — an Interpersonal Process 3110
Understanding Children and Youth 3100
Individual Research Project (Educational Psychology) 3270

History, Philosophy, and Sociology of Education
Authority and Freedom in School 3190
Comparative Education 3130
Cross-Cultural Education 3210
The Development of Canadian Education 3200
School and Society 3160
Developing a Personal Philosophy of Education 3140
Individual Research Project (History, Philosophy, and Sociology of Education) 3240

Practice Teaching

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to complete them at the end of the session.

Assignments will be made only in the jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Complementary Studies

Candidates will select one of the following courses, which offer them the opportunity to concentrate on one of their teaching subjects, or to explore another area of education.

Art and Interdisciplinary Studies 5020
Atypical Development 5540
Children's Literature 5040
Classroom Communication 5390
Communication Arts in Modern English 5050
Counselling Skills for Teachers 5340
Culture and Society as They Relate to the Teaching of French 5070
Current Health Problems in School and Society 5080
Curriculum Theory and Design 5360
Day Care and Nursery School Administration 5530
Design Education 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Drama in Elementary Education 5110
Education and the Gifted 5490
Educational Media 5120
Environmental Studies 5140
Explorations in Creative Learning and Teaching 5400
Feature Films and TV in the Classroom 5450
French as a Second Language 5150
Game Theory and Simulation in Relation to Learning 5370
Group Theory and Group Skills in Education 5170
Language in the Schools 5240
Life Skills for the Young Child 5220
Measurement and Evaluation 5350
Methods of Child Study 5030
Multiculturalism, the School, and the Curriculum 5410
Music — Instrumental Intermediate/Senior 5510
Outdoor Education 5200
Practical Skills for Constructing Teaching Aids 5300
Reading in the Secondary School 5260
Recent Developments in Modern Language Teaching 5270
Recreational Mathematics 5500
Relationships among Teachers, Parents, and Children 5380
The Resource Centre and the Elementary School Teacher 5430
The Resource Centre and the Secondary School Teacher 5420
Speech — Passport to Communication 5330
Teaching Current Events through the Media 5470
Teaching Social Issues 5440

(continued overleaf)

Understanding and Personal Use of Computers 5060
The Use of Graphic Illustrations in the Classroom 5480
Values Education 5210

School Law in Ontario

6010 School Law in Ontario (1 hour)
All candidates proceeding to the Bachelor of Education degree and to the Ontario Teacher's Certificate are required to take this course, which will cover a wide range of regulatory, professional, and curricular concerns that derive from the legal basis of education in Ontario. Topics will include: the Education Acts and Regulations of the Province of Ontario; the organization of provincial and local systems of education; power and duties of the various education authorities; functions and ethics of professional organizations; curriculum guidelines and curriculum development.

NOTE: The last date for changing optional subjects or courses will be September 25; thereafter changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 43-45.

In each case, the numeral in brackets indicates the number of lecture hours per week.

'Intermediate' in the title designates a one-semester course. Intermediate/Senior courses last the full year.

Some of the following courses are related to Honour Specialist or three-session Specialist courses. For details and regulations see 'Additional Qualifications for Teachers,' pages 39-42.

Business Education

Business Education is divided into four subject areas: Accounting, Data Processing, Marketing, and Secretarial. Candidates enrolled in Business Education will select any two of these four courses, and will also take instruction in typewriting methodology.

1340 Accounting (5 hours)
Strategies of teaching accounting at all levels. The course includes modules on curriculum development, performance objectives, individualized units, competency-based instruction, evaluation, and the establishment and maintenance of a proper classroom learning environment. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Accounting.
Three-session Specialist course in Accounting
9341 Part I
9342 Part II
9343 Specialist

1350 Data Processing (5 hours)
This course will prepare students to design computer studies material on a modular basis. Students will also study teaching strategies for computer concepts, applications of computers in society, and problem-solving techniques using the computer. For further details see *Computer Science* 1040. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Data Processing.
Three-session Specialist course in Data Processing
9351 Part I
9352 Part II
9353 Specialist

1360 Marketing (5 hours)
An examination of retail organization and operations, and of the distributive process at the retail level, together with the principles of teaching these aspects of marketing. Students will undertake an extensive study of marketing policies and techniques, and will investigate innovative teaching methods and the development of courses. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Marketing.
Three-session Specialist course in Marketing
9361 Part I
9362 Part II
9363 Specialist

1370 Secretarial (5 hours)
The theory and practice of teaching Pitman Shorterhand and related stenographic procedures, with emphasis on the development of innovative and effective teaching techniques. The psychology of learning as applied to the teaching of secretarial subjects will be an integral part of the program. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Secretarial.
Three-session Specialist course in Secretarial
9371 Part I
9372 Part II
9373 Specialist

Computer Science

1040 Computer Science (5 hours)
One segment of the course will help to prepare students for the teaching/learning process and for designing computer studies material on a modular basis. Major areas consist of: use of teaching strategies; preparation of instructional objectives; application of an evaluation philosophy; development of a problem-oriented approach to computer education; modular course design; motivation techniques; use of available resources; reinforcement of basic computer concepts through a hypothetical computer; creation of an effective learning environment. The second segment will emphasize problem-solving techniques using the computer. Topics include: basic computer concepts; applications of computers in society; structured flowcharting; computer terminology; information flow through a computer system; high-level language as a vehicle of communication; program debugging; documentation procedures. Micro, mini, and interactive computing facilities are available for student use.
One-session Honour Specialist course
2040 Computer Science Honour Specialist

Dramatic Arts

1071 Dramatic Arts Intermediate (5 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech and oral interpretation. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Dramatic Arts.
Not offered in 1981-82.

1070 Dramatic Arts Intermediate/Senior (5 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purposes of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of developmental programs. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Dramatic Arts.
Three-session Specialist course in Dramatic Arts
9071 Part I
9072 Part II
9073 Specialist
One-session Honour Specialist course
2050 Dramatic Arts Honour Specialist

Economics

1080 Economics (5 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.
Prerequisites: Two university courses (6 credits) in economics.
One-session Honour Specialist course
2060 Economics Honour Specialist

English

1101 English Intermediate (5 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.
Prerequisites: Two university courses (6 credits) in English.

1100 English Intermediate/Senior (5 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.
Prerequisites: Two university courses (6 credits) in English.
One-session Honour Specialist course
2070 English Honour Specialist

English as a Second Language

1330/1331 English as a Second Language (5 hours)
Designed for teachers of New Canadian students at all levels from primary to senior. The following topics are covered: basic methods of instruction in speaking, listening, reading, and writing skills; first language acquisition; aspects of syntax and phonology of English relating to second language acquisition; problems of placement and evaluation; the use of teaching aids such as film, records, newspapers, TV, and special ESL materials. Considerable attention will be given to socio-cultural factors in immigrant adaptation, community services, and ethnographic patterns in Ontario. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in English as a Second Language.
Three-session Specialist course in English as a Second Language
9331 Part I
9332 Part II
9333 Specialist

Environmental Science

1380 Environmental Science Intermediate/Senior (5 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater and terrestrial ecology, agriculture, forestry, mineral resources, urban and rural planning, energy conservation, and population ecology. Field experience will be provided. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Environmental Science. It is recommended that candidates have a background in science or geography.
Three-session Specialist course in Environmental Science
9381 Part I
9382 Part II
9383 Specialist
One-session Honour Specialist course
2260 Environmental Science Honour Specialist

French

1111 French Intermediate (5 hours)
This course has three components: methodology, applied phonology, and language practice. Techniques for handling particular teaching situations are evaluated by discussion and practice. Opportunities are provided for students to acquire specific oral skills and corrective techniques related to language learning. Students will gain experience with a variety of audiovisual materials, and will be introduced to the major programs currently in use in the intermediate division. Students enrolled in this course must take *French as a Second Language* 5151 as their Complementary Studies requirement.
Prerequisites: Two universtiy courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated.

1110 French Intermediate/Senior (5 hours)
This course has three components: methodology, applied phonology, and language practice. Techniques for handling particular teaching situations are evaluated by discussion and practice. Opportunities are provided for students to acquire specific oral skills and corrective techniques related to language learning. Students will gain experience with a variety of audiovisual materials, and will be introduced to the major programs currently in use in the intermediate and senior divisions. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated.
Three-session Specialist course in French as a Second Language
9421 Part I
9422 Part II
9423 Specialist
One-session Honour Specialist course
2080 French Honour Specialist

Geography

1441 Geography Intermediate (5 hours)
Curriculum planning and program development organized to assist prospective teachers. Learning experiences are studied in which there is an integration of learner characteristics, styles of learning, and instruction techniques and procedures.
Prerequisites: Two university courses (6 credits) in geography.

1440 Geography Intermediate/Senior (5 hours)
For course content and prerequisites, see *Geography Intermediate* 1441.
One-session Honour Specialist course
2090 Geography Honour Specialist

Geology

1130 Geology Intermediate/Senior (5 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.
Prerequisites: Two university courses (6 credits) in geology.
One-session Honour Specialist course
2100 Geology Honour Specialist

German

1140 German Intermediate/Senior (5 hours)
For course content see *French Intermediate/ Senior* 1110.
Prerequisites: Two university courses (6 credits) in German. Proficiency in spoken and written German must be demonstrated.
One-session Honour Specialist course
2110 German Honour Specialist

Greek

1210 Greek Intermediate/Senior (5 hours)
This course may be taken only in conjunction with *Latin* 1200. For course content see *Latin* 1200.
Prerequisites: Two university courses (6 credits) in Greek.
One-session Honour Specialist course
2120 Greek Honour Specialist

Guidance

1050/1051 Guidance (5 hours)
This course has three components: interpersonal skills and human relations, introduction to counselling theories and approaches, and guidance for human development. It is designed to help students develop effective counselling skills, an understanding of the theoretical premises of counselling, and an understanding of the principles of human development as applied to guidance practices in the school and community. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Guidance.
Three-session Specialist course in Guidance
9051 Part I
9052 Part II
9053 Specialist

History

1151 History Intermediate (5 hours)
A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues from English-French and Canadian-American relations, international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contributions of the British, French, and native peoples. Teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.
Prerequisites: Two university courses (6 credits) in history.

1150 History Intermediate/Senior (5 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics, and strategies; evaluation of students; dealing with individual student differences; principles of unit development.
Prerequisites: Two university courses (6 credits) in history.
One-session Honour Specialist course
2130 History Honour Specialist

Home Economics

1161 Home Economics Intermediate (5 hours)
An exploration of the needs of students at the intermediate level, with emphasis on concepts significant to Family Studies curricula, lesson planning, relevant teaching aids and resource materials. The course will cover basic methods of instruction in food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Home Economics.
Prerequisites: Three university courses (9 credits) in home economics.

1160 Home Economics Intermediate/Senior (5 hours)
An exploration of the needs of Family Studies students at the intermediate and senior levels with emphasis on techniques of teaching food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics. Lesson planning and curriculum design will be examined, along with relevant teaching aids and resources. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Home Economics.
Prerequisites: Three university courses (9 credits) in home economics.
Three-session Specialist course in Home Economics
9161 Part I
9162 Part II
9163 Specialist
One-session Honour Specialist course
2140 Home Economics Honour Specialist

Industrial Arts

1170/1171 Industrial Arts (7 hours)
The philosophy of contemporary technological studies: interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is required. Candidates must select *Design Education* 5090 as their Complementary Studies course.
On successful completion of course 1170 and having demonstrated competence in the subject by passing a written and practical proficiency examination, a candidate may qualify for entry into Part II of the three-session Specialist course in Industrial Arts.
Three-session Specialist course in Industrial Arts
9171 Part I
9172 Part II
9173 Specialist

Intermediate Education

9600 Intermediate Education
Any two subjects from those listed under the Junior/Intermediate program (see page 10). Teachers who wish to specialize in the intermediate division may take the following three-session Specialist course:
Three-session Specialist course in Intermediate Education
9431 Part I
9432 Part II
9433 Specialist

Italian

1190 Italian Intermediate/Senior (5 hours)
For course content see *French Intermediate/ Senior* 1110.
Prerequisites: Two university courses (6 credits) in Italian. Proficiency in spoken and written Italian must be demonstrated.
One-session Honour Specialist course
2150 Italian Honour Specialist

Junior Education

1410 Junior Education (5 hours)
This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of student participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1410 is required to spend a minimum of one half day per week in the Student Teacher Observation Program (STOP) which provides opportunities for students to observe and participate in the ongoing activities of an elementary school classroom. Teachers who wish to specialize in the junior division may take the following three-session Specialist course:
Three-session Specialist course in Junior Education
9411 Part I
9412 Part II
9413 Specialist

Latin

1200 Latin Intermediate/Senior (5 hours)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids, and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.
One-session Honour Specialist course
2160 Latin Honour Specialist

Man in Society

1270 Man in Society
Intermediate/Senior (5 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course, Man in Society. Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.
Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.
One-session Honour Specialist course
2220 Man in Society Honour Specialist

Mathematics Education

1221 Mathematics Education
Intermediate (5 hours)
A consideration of mathematics education at the intermediate level including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, problem solving.

1220 Mathematics Education Intermediate/Senior (5 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, problem solving.
One-session Honour Specialist course
2170 Mathematics Education Honour Specialist

Music

All students enrolled in courses 1241 or 1240 must also take *Music — Instrumental* 5510 as their Complementary Studies course. On successful completion of either course 1240 or 1241, a candidate may qualify for entry into Part II of the three-session Specialist course in Music — Vocal Intermediate/Senior.

1241 Music — Vocal Intermediate (4 hours)
A multi-faceted approach to music learning, which involves the expansion of aural awareness and musical sensitivity through sound explorations, improvisations, manipulations of musical materials and procedures, listening, vocalizing, and conducting.
Prerequisites: Two university courses (6 credits) in music, or background.

1240 Music — Vocal Intermediate/Senior (4 hours)
Approaches to the development of aural sensitivity through performance, listening, analysis, and problem solving; implementation of the different teaching styles; design of units reflecting aims and objectives within Ministry guidelines.
Prerequisities: Two university courses (6 credits) in music.
*Three-session Specialist course in Music — Vocal Intermediate/*Senior
9241 Part I
9242 Part II
9243 Specialist
The following course is offered to teachers wishing to specialize in music at the primary or junior level:
Three-session Specialist course in Music — Vocal Primary/Junior
9261 Part I
9262 Part II
9263 Specialist
One-session Honour Specialist course
2180 Music Honour Specialist

Physical and Health Education

1251 Physical and Health Education Intermediate (7 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials, and organizational procedures appropriate to physical and health education in the intermediate division. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Physical and Health Education Intermediate/Senior.

1250 Physical and Health Education Intermediate/Senior (5 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program. On successful completion of this course, a candidate may qualify for entry into Part II of a three-session Specialist course in Physical and Health Education Intermediate/ Senior.
Prerequisites: Two university courses (6 credits) in physical and health education.
Consideration will be given to equivalent field experience.
Three-session Specialist course in Physical and Health Education Intermediate /Senior
9251 Part I
9252 Part II
9253 Specialist
The following course is offered to teachers wishing to specialize in physical and health education at the primary or junior level.
Three-session Specialist course in Physical and Health Education Primary/Junior
9271 Part I
9272 Part Ii
9273 Specialist
One-session Honour Specialist course
2190 Physical and Health Education Honour Specialist

Political Science

1260 Political Science Intermediate/Senior (5 hours)
Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada — machinery, process, performance, and participation; principles of course construction — group preparation and presentation of representative units selected from the Ministry guideline; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.
Prerequisites: Two university courses (6 credits) in political science.
One-session Honour Specialist course
2210 Political Science Honour Specialist

Primary Education

1400 Primary Education (5 hours)
This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of student participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as on specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1400 is required to spend a minimum of one half day per week in the Student Teacher Observation Program (STOP) which provides opportunities for students to observe and participate in the ongoing activities of an elementary school classroom. Teachers who wish to specialize in the primary division may take the following three-session Specialist course.
Three-session Specialist course in Primary Education
9401 Part I
9402 Part II
9403 Specialist

Reading

1060/1061 Reading (5 hours)
A course designed for elementary and secondary school teachers who wish to acquire expertise in the area of reading instruction. The course begins with an examination of language acquisition, particularly as it relates to thinking and to the growth of literacy. Emphasis will be on assessing reading skills in the classroom, developing principles of diagnostic teaching, and investigating criteria for appropriate instructional materials. The practicum will include four weeks in remedial and developmental reading programs at the elementary and secondary levels. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Reading.
Three-session Specialist course in Reading
9061 Part I
9062 Part II
9063 Specialist

School Librarianship

1290/1291 School Librarianship (5 hours)
An introductory course for potential school librarians. The following aspects of the school library will be explored: the role of the librarian in the teaching program of the school; locating, organizing, and utilizing resources for the research, recreational, social, and personal needs of students; working cooperatively with teachers in the selection and evaluation of resources that support and enrich the learning activities of the school; organizing and conducting resource centre routines; organizing resource materials. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Librarianship.
Three-session Specialist course in Librarianship
9291 Part I
9292 Part II
9293 Specialist

Science Education

1301 Science Intermediate (5 hours)
Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment. Prerequisites: Two university courses (6 credits) in science.

1300 Science Intermediate/Senior (5 hours)
Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning, classroom management, and practical teaching techniques. Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.
Prerequisites: Two university courses (6 credits). At least 3 of the following areas of study should be represented in these credits: botany, chemistry, physics, zoology.
One-session Honour Specialist courses:
2020 Biology Honour Specialist
2030 Chemistry Honour Specialist
2200 Physics Honour Specialist
2250 Science Honour Specialist

Senior Education

9610 Senior Education
Any two subjects from those listed under the Intermediate/Senior program (see page 10).

Spanish

1310 Spanish Intermediate/Senior (5 hours)
For course content see *French Intermediate/ Senior* 1110.
Prerequisites: Two university courses (6 credits) in Spanish. Proficiency in spoken and written Spanish must be demonstrated.
One-session Honour Specialist course
2240 Spanish Honour Specialist

Special Education

1320/1321 Special Education (5 hours)
An overview of education for the learning disabled, the emotionally disturbed, the culturally deprived, the intellectually exceptional, and students with simply a slower rate of learning. Teaching strategies, organization, and program development in reading, language, and mathematics will be covered. Practice teaching experiences directly related to the course will be scheduled in selected vocational schools, withdrawal classes, correctional institutions, centres for the disturbed, and schools for the retarded. Preference for admission to Course 1320 will be given to applicants with experience related to special education, and/or with university course credits in abnormal psychology. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Special Education.
Three-session Specialist course in Special Education.
9321 Part I
9322 Part II
9323 Specialist

Visual Arts

1011 Visual Arts Intermediate (7 hours)
Content and methods of art education at the Intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focussing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and man-made environment. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Visual Arts.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

1010 Visual Arts Intermediate/Senior (7 hours)
Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, chiefly in Canada, with emphasis on use of local resources as the basis of study in secondary schools.
On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Visual Arts.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.
Three-session Specialist course in Visual Arts
9011 Part I
9012 Part II
9013 Specialist
One-session Honour Specialist course
2010 Visual Arts Honour Specialist

Educational Administration

3050 Administration in the Modern School (2 hours)
A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theory of organizations, and leadership styles will also be discussed.

3280 Administration of Adult Education (2 hours)
A study of the administration of adult education programs offered by public, private, and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

3040 Evaluation of Student Performance (2 hours)
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

3030 The Individual Student and the School Program (2 hours)
An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

3020 Program Organization (2 hours)
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

3060 Individual Research Project (Educational Administration) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Educational Psychology

3260 Contemporary Issues in Educational Psychology (2 hours)
A variety of educational problems will be explored in the light of contrasting psychological perspectives. Different teaching models and their demonstrated effectiveness will be compared, and students will have an opportunity to evaluate the appropriateness of various educational practices.

3070 Learning and Human Behaviour (2 hours)
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behavioural and attitude change will be examined.

3110 Teaching — an Interpersonal Process (2 hours)
The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving increased awareness of and insight into forces operating in groups, and the effect of one's own behaviour on group productivity. The course will examine the application of theory to the development of innovative classroom teaching using large and small groups.

3100 Understanding Children and Youth (2 hours)
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

3270 Individual Research Project (Educational Psychology) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

History, Philosophy, and Sociology of Education

3190 Authority and Freedom in School (2 hours)
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby illumine and confront one with the moral dimension of the school.

3130 Comparative Education (2 hours)
A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of education. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

3210 Cross-Cultural Education (2 hours)
An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles, and immigrant education. The stress will be on intercultural understanding.

3140 Developing a Personal Philosophy of Education (2 hours)
A variety of modern views on aims and methodology in education will be studied, with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

3200 The Development of Canadian Education (2 hours)
A critical overview of the main influences, problems, and changes in Canadian education, with emphasis on the development of the school system in Ontario. Some of the topics to be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; and the influence of social, economic, and political factors on education.

3160 School and Society (2 hours)
A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

3240 Individual Research Project (History, Philosophy, and Sociology of Education) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

5020 Art and Interdisciplinary Studies (2 hours)
Designed to foster interdisciplinary studies and the development of curricula in these studies at the intermediate and senior levels, this course explores relations between the visual arts and other disciplines, in theory and in practice. Seminars and workshops will involve areas such as the humanities, languages, science, and technology, depending on students' background.

5540 Atypical Development (2 hours)
This course will present a model for understanding the shared needs and common features of the major forms of disability: physical handicaps, mental retardation, emotional disturbance, and chronic disorders. The concepts of coping, competence, and adaptation will be employed to describe normal development, and then to explain the nature and consequences of atypicality. May not be taken in combination with *Special Education* 1320 or 1321.

5040 Children's Literature (2 hours)
An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5390 Classroom Communication (2 hours)
The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with *Learning and Human Behaviour* 3070

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

5340 Counselling Skills for Teachers (2 hours)
Basic counselling skills for classroom teachers, to aid them in working with students on a one-to-one basis, as well as consultation skills necessary in parent interviewing. The role and function of the counsellor in the contemporary school, and such issues as career education in the classroom, referrals, and legal and ethical aspects of the counselling process will be examined. May not be taken in combination with *Guidance* 1050.

5070 Culture and Society as They Relate to the Teaching of French (2 hours)
This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.

5080 Current Health Problems in School and Society (2 hours)
A survey study of stress as experienced by the individual in school and society. Particular attention will be given to stress felt by teachers and pupils in the school situation, and to positive coping strategies. Such topics as cardiovascular disease, mental health, human sexuality, drug dependency, consumer health, and accidents will be related to the central concept of stress.

5360 Curriculum Theory and Design (2 hours)
This course is designed to meet teacher needs in handling a variety of tasks, including creating courses of study, interpreting Ministry guidelines, developing programs for special students, planning changes in a traditional school environment, and modifying a unit of study in a subject or a skills program. Not offered in 1981-82.

5530 Day Care and Nursery School Administration (2 hours)
This course is designed for students who are interested in the problems and possibilities of day care and nursery schools, such as the establishment and operation of centres, relations between centres, parents, and schools, and the effects of day care.

5090 Design Education (2 hours)
Designing as a decision-making and problem-solving process, with reference to the impact of technological developments on the environment. Through practical design problems of an interdisciplinary nature, practice in project management will be provided. Teaching units and supporting resources for classroom use will be developed. May be taken only in combination with *Industrial Arts* 1170 or 1171.

5100 Diagnosis and Remediation of Learning Difficulties in Mathematics (2 hours)
A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties,and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic. Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

5110 Drama in Elementary Education (2 hours)
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

5490 Education and the Gifted (2 hours)
Candidates will explore identification procedures, curriculum, acceleration, teaching strategies, testing, and values education for the gifted. Opportunities will be provided for laboratory work in various subject disciplines.

5120 Educational Media (2 hours)
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course. Teachers who wish to specialize in media may take the following course:
Three-session Specialist course in Media
9451 Part I
9452 Part II
9453 Specialist

5140 Environmental Studies (2 hours)
An introductory course on the teaching of basic ecological principles, and the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environmental pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems. May not be taken in combination with *Environmental Science* 1380.

5400 Explorations in Creative Learning and Teaching (2 hours)
A practical course designed to increase teachers' awareness of their potential creativity, and to develop their skills of identifying, measuring, and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities. Students will plan and field-test units designed to promote creative talents.

5450 Feature Films and TV in the Classroom (2 hours)
This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as 'text' with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.

5150 French as a Second Language (4 hours)
This course is available only to students enrolled in *Primary/Junior* 1420. French as a second language from the earliest grades of elementary school; basic principles of general and structural linguistics and their application to second language teaching; programs and procedures specific to the various age levels; testing programs. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.
Prerequisites: Two university courses (6 credits) in French and/or demonstrated ability in the language.
Three-session Specialist course in French as a Second Language
9421 Part I
9422 Part II
9423 Specialist

5151 French as a Second Language Junior (4 hours — Semester 1)
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in *French Intermediate* 1111. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.

5370 Game Theory and Simulation in Relation to Learning (2 hours)
An introduction to game theory and simulation as an approach to learning in geography and the social sciences. By analysing experiences with selected materials candidates should develop confidence in choosing, organizing, conducting, and creating games and/or simulations for classroom situations, and should also arrive at a clear conception of their use and significance in education.
Not offered in 1981-82.

5170 Group Theory and Group Skills in Education (2 hours)
Areas in which group dynamics can be a useful learning strategy are explored through practice in group leadership, decision making, definition of goals, and group communication. Role theory and various techniques for problem solving within groups will be studied.
Not offered in 1981-82.

5240 Language in the Schools (2 hours)
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study programs in the schools; language and thought in semantics; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom.
Not offered in 1981-82.

5520 Life Skills for the Young Child (2 hours)
An activity-oriented course designed to familiarize candidates with decision-making skills related to food and nutrition, clothing, and family relationships, which are appropriate to children in the primary and junior grades.

5350 Measurement and Evaluation (2 hours)
A course designed to improve the professional competence of teachers in assessing students' aptitudes and attainments. The evaluation of teaching/learning strategies and materials will be covered, together with the application of statistical techniques to data gathering and performance evaluation.
Not offered in 1981-82.

5030 Methods of Child Study (2 hours)
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

5410 Multiculturalism, the School, and the Curriculum (2 hours)
An examination of ethnic pluralism and of strategies for incorporating experiences and content relating to it into the school program. Emphasis will be upon implementation as students develop curricula and skills related to their teaching subjects or program.
Teachers who wish to specialize in multiculturalism may take the following course:
Three-session Specialist course in Multiculturalism in Education.
9441 Part I
9442 Part II
9443 Specialist

5510 Music — Instrumental (4 hours)
This is a practical course, emphasizing the individual mastery of instruments and methods of class teaching. Available only to students enrolled in *Music — Vocal* 1240 or 1241. On successful completion of this course, a candidate may be recommended for an additional qualification, Part I of the three-session Specialist course in Music — Instrumental.
Three-session Specialist course in Music — Instrumental
9231 Part I
9232 Part II
9233 Specialist

5200 Outdoor Education (2 hours)
An introductory course emphasizing the use of the outdoor environment as an educational medium. The program includes lectures and seminars, with a considerable amount of time devoted to field work. Students will participate in such activities as canoeing, cross-country skiing, orienteering, and outdoor cooking. Emphasis will be on safe practices in outdoor programs. A fee of $45 will be collected on the first day of the course to defray the cost of field trips and an outdoor education weekend.

5300 Practical Skills for Constructing Teaching Aids (2 hours)
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, glass blowing, photography including film developing, woodworking, and working with plastic and sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

5260 Reading in the Secondary School (2 hours)
An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigate recent research, and plan innovative reading programs for secondary school students. May not be taken in combination with *Reading* 1060 or 1061.

5270 Recent Developments in Modern Language Teaching (2 hours)
Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

5500 Recreational Mathematics (2 hours)
The use of recreational mathematics for enrichment and motivation at the primary, junior, intermediate, and senior levels will be explored through workshops, seminars, and multimedia presentations. Emphasis will be on the development of recreationally oriented learning materials.
Not offered in 1981-82.

5380 Relationships among Teachers, Parents, and Children (2 hours)
An exploration of communication between home and school, from the points of view of the teacher, the parents, and particularly the child. Consideration will be given to how interactions change as the child progresses through primary, junior, intermediate, and senior grades. Parent-teacher programs and community resources will be examined in relation to particular problems that may arise, e.g., learning problems, cultural differences, exceptional cases.
Not offered in 1981-82

5430 The Resource Centre and the Elementary School Teacher (2 hours)
This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading. May not be taken in combination with *School Librarianship* 1290 or 1291.

5420 The Resource Centre and the Secondary School Teacher (2 hours)
This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading. May not be taken in combination with *School Librarianship* 1290 or 1291.

5330 Speech — Passport to Communication (2 hours)
A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.

5470 Teaching Current Events through the Media (2 hours)
A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.

5440 Teaching Social Issues (2 hours)
The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.

5060 Understanding and Personal Use of Computers (2 hours)
Designed for the individual who wishes to obtain an understanding of how computers work, where they are used, and how they relate to education. The course will be taught in a non-technical manner, and is open to all students; prior knowledge of computers is not required. Computing facilities including a microcomputer laboratory and an interactive computer system are available to students for practice and experimentation. The course will emphasize computer use in the learning process, and will include such areas as computer-assisted learning, computers in school administration, and computers for personal use, as well as potential uses of computers in the home.

5480 The Use of Graphic Illustrations in the Classroom (2 hours)
A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations; artistic abililty is not a prerequisite.
Not offered in 1981-82.

5210 Values Education (2 hours)
An examination of both traditional and contemporary approaches to the study of values. Course participants will analyse the role of values education in contemporary society, and study both explicit and implicit approaches to values education. Consideration will be given to the teaching of values within participants' various divisions and subject areas.

Programs in Technological Studies

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools. This program is also offered in two spring sessions.

Ontario Teacher's Certificate

Candidates with Canadian citizenship who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate. Candidates with permanent resident status who meet all requirements of the program may be recommended to the Ministry for a Temporary Letter of Standing valid for one year.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who, within five years subsequent to receiving this Diploma, submit proof to the Assistant Dean of Continuing Studies of having been granted an approved degree from an accredited university.

Applicants must meet the following admission requirements:

1 Grade 12 graduation, or the successful completion of courses considered by the Ministry to be its equivalent;
2 One of:
   - five years of wage-earning business or industrial experience related to an approved area of technological studies (see below), or
   - a combination of post-grade 12 education and business or industrial experience that totals five years, including at least two years of wage-earning experience related to an approved area or areas of technological studies.
3 Proof of competence in two areas of technological studies, one at the basic level and a second at either the basic or advanced level.

Areas of Technological Studies

Basic Level	Advanced Level
Business	*Business*
Clerical Practice	Clerical Practice
Merchandising	Merchandising
Warehousing	Warehousing
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration, Air Conditioning, Heating	Refrigeration*
	Air Conditioning*
	Heating, Ventilation
Trowel Trades	Plaster
	Concrete
	Masonry
Woodwork	Carpentry
	Cabinet Making
Electrical	*Electrical*
Electricity	Electricity — Installation & Maintenance*
	Electrical Theory & Test †
Electronics	Electronics — Computer †
	Electronics — General †
Food Services	*Food Services*
Food Services	Baking Food Services
	Commercial Food Services
	Domestic Food Services†

(continued overleaf)

Spring Program

Basic Level	Advanced Level
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Arts
Horticulture	*Horticulture*
Horticulture - General	Horticulture - General†
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop
Power Transmission & Control	Industrial Physics†
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Industrial Arts	Industrial Arts
Project Design	Project Design
Music	*Music*
Music	Music - Instrumental
	Music - Vocal
Natural Resources	*Natural Resources*
Natural Resources Management	Natural Resources Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
	Barbering*
Home & Family Care	Home & Family Care†
Hospital Services	Hospital Services†
Textiles	*Textiles*
Textile Maintenance (Dry-cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

*Requires Ministry of Colleges and Universities Certification of Qualification.

†Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.

The one-year program offered in the fall and winter terms may also be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate *or*, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 43-45.

Application Procedure

Full application instructions with details on admission may be obtained from the Chairman of the Department of Technical and Industrial Arts. Completed applications should be received by the Department not later than August 14, accompanied by:

- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name

Technical Proficiency Examinations

Candidates will be required to pass both the theory and practical examinations designed to test their attainments as skilled workers in the subjects concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

Program of Studies

The Program has five components:
- Teaching Options
- Foundations
- Complementary Studies
- School Law in Ontario
- Practice Teaching

Details of Courses

In each case, the numeral in brackets indicates the number of lecture hours per week.

Teaching Options

1010 Principles and Methods of Teaching Technological Studies (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

1030 Teaching a Related Subject in Technological Studies (3 hours)
An introduction to the cognitive and psychomotor skills necessary to teach a second technological studies subject safely and effectively through the basic level. Practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies.

5020 Special Education in Technological Studies (4 hours)
An overview of education for the learning disabled, the emotionally disturbed, the culturally deprived, the intellectually exceptional, and the slower learner. Teaching strategies, organization, and program development in technological studies will be covered. Practice teaching experiences directly related to the course will be scheduled in selected schools. On successful completion of this course, a candidate may be recommended for an additional qualification, Part I of the three-session Specialist course in Special Education.

Foundations

3030 Curriculum Development for Technological Studies (2 hours)
A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

3050 Psychology Applied to Teaching Technological Studies (2 hours)
An introductory course designed for teachers of technological studies, with special reference to the application of educational psychology in the classroom. Areas explored include development and adjustment, motivation, intelligence and its

measurement, and the learning process, with stress on motor learning. Theoretical approaches are examined in terms of their practical applications.

3070 History and Philosophy of Technological Studies (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by such thinkers as Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, and Whitehead. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Complementary Studies

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

School Law in Ontario

6010 School Law in Ontario (1 hour)
All candidates proceeding to the Ontario Teacher's Certificate are required to take this course, which will cover a wide range of regulatory, professional, and curricular concerns that derive from the legal basis of education in Ontario. Topics will include: the Education Acts and Regulations of the Province of Ontario; the organization of provincial and local systems of education; powers and duties of the various education authorities; functions and ethics of professional organizations; curriculum guidelines and curriculum development.

Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to make them up at the end of the session.

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.)

1 Basic Level

a For applicants with O.T.C. qualifications in technological studies, who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.
b For applicants who have the O.T.C. without qualifications in technological studies, but with at least 24 months of wage-earning experience related to an approved area of technological studies.*

2 Advanced Level

For applicants with O.T.C. qualifications in technological studies, and evidence of at least 12 months of business or industrial experience in the area for which the additional qualification is sought.

3 Honour Specialist

For applicants with O.T.C. qualifications in technological studies, who have:
a qualifications in at least three areas, one of which must be at both the basic and advanced levels;
b two years of successful teaching experience in technological studies in Ontario;
c one year's full-time post-secondary education or equivalent.

Applications for summer programs must be received not later than June 5 by:
Student Services
Continuing Education
Faculty of Education

*Candidates must pass written and practical examinations to test their skills in the subjects concerned.

Institute of Child Study

Inquiries concerning courses at the Institute of Child Study should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto M5R 2X2.

The Institute of Child Study is a centre of professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 110 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study — the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953, the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971, the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

Programs Leading to the Diploma in Child Study

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Early Childhood Education.

Child Assessment and Counselling

Two-Year Program
Candidates must successfully complete eleven full courses, including all required courses. Program requirements may be modified for students with prior professional training and experience.

Early Childhood Education

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Parts I and II of the Specialist Certificate in Primary Education must pass course 6010 *School Law in Ontario.*

One-Year Program
Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years' successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist Certificate.

Part-Time Program
The one-year program is also offered to qualified candidates on a part-time basis. This program can normally be completed over a period of two winters and one summer. For details see the F.E.U.T. Office of Continuing Education *Prospectus.*

Academic Requirement for Admission

An approved degree with at least a *B* standing from an accredited degree-granting institution.

Application Procedure

Applications, on forms obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits

Conditions for Final Standing

To be recommended for the Diploma in Child Study a candidate must attain at least:
- a Pass grade in each practicum course and elective course
- an overall *B* average for all other courses, with a minimum of a *D* grade in any one

To be recommended for the Ontario Teacher's Certificate, a candidate in Early Childhood Education must attain, in addition to the Diploma requirements, at least a Pass grade in *School Law in Ontario* 6010.

Grades in practicum courses will be reported in the grade scale of Pass/Fail (*P/FL*).

Grades in all other courses will be reported in the letter grade scale of *A,B,C,D,FX.*

The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and the translation table is as follows:

Letter Grade Scale	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	80 - 100	*87*
B	*Good*	70 - 79	*75*
C	*Adequate*	60 - 69	*65*
D	*Marginal*	50 - 59	*55*
FX	*Inadequate*	0 - 49	*25*

Fees (See page 46)

Early Childhood Education

On successful completion of this program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. (See page 19). Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three- and four-year olds in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year

2120 Introduction to Early Childhood Education
2121 Observation and Assessment of Young Children
2122 Curriculum Design and Implementation Part I
2124 Teaching Practicum
One elective see below

Second Year

1003 Socialization, Social Development, and Family Life
2223 Curriculum Design and Implementation Part II
2230 Programming for Young Children
2231 Advanced Teaching Practicum
One elective see below

Electives

1002 Child Development
1004 Prenatal and Infant Development
1006 Theories of Human Development
1011 Exceptional Children
4060 Seminar and Practicum in Infant Care (second year only)
4062 Independent Study
A Complementary Studies course from the B.Ed. program (see pages 24-28)

NOTE: All students proceeding to the Ontario Teacher's Certificate must also take the following course in either first or second year: 6010 *School Law in Ontario.*

Child Assessment and Counselling

In the first year the student is introduced to theories and methods of assessing intellectual, emotional, and perceptual-motor functioning. Emphasis is on testing as a standardized method of making observations. Students may participate in the counselling program of the Institute's laboratory school as part of the teacher-counsellor team. In the second year the student is introduced to methods of interviewing children and adults, and the theories and techniques of educational and therapeutic intervention. A placement of two days per week in a school or clinical setting is required in the second year to enable students to put into practice the theories and techniques studied.

First Year

1002 Child Development
3140 Assessment of Children's Intellectual Functioning
3141 Assessment of Children's Emotional Functioning (half course)
3142 The Child in Educational Settings
3143 Family Dynamics
3144 Introduction to Facilitative Interviewing (half course)
One elective see below

Second Year

3250 Principles of Child Management (half course)
3251 Selected Topics in Clinical Practice
3252 Counselling Individuals and Families (half course)
3253 Theories of Counselling (half course)
3255 Seminar and Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
One elective see below

Electives

1004 Prenatal and Infant Development
1006 Theories of Human Development
1011 Exceptional Children
4061 Seminar and Practicum in Infant Assessment (second year only)
4062 Independent Study

1002 Child Development
An overview of child development, what influences it, and the changes that take place. A brief review of research techniques and statistics will be provided. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

1003 Socialization, Social Development, and Family Life
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

1004 Prenatal and Infant Development
An examination of conditions during the prenatal and infant period of development that will have an impact on later behaviour. Normal development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored. Students will observe infants in various settings, including the Institute's Parent-Infant Centre.

1006 Theories of Human Development
An overview of major theories in human development, including a study of primary sources. Lectures introducing major theorists are followed by films and the discussion of classic and current critiques. Seminars will explore the practical applications of theories to problems in counselling and education. Tutorials with individual reading lists may be arranged.

1011 Exceptional Children
A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

2120 Introduction to Early Childhood Education
An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

2121 Observation and Assessment of Young Children
A course designed to help students gain competence in observing, recording, and assessing children's behaviour and development in diverse educational settings. Students will plan learning experiences for children based on these observations and assessments.

2122 Curriculum Design and Implementation, Part I
A study of educational techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children from ages three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

2124 Teaching Practicum
Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement after the end of academic classes.

2223 Curriculum Design and Implementation, Part II
A study of educational techniques, and the role of the teacher in designing, evaluating and implementing curricula for children from ages three to twelve in the areas of the Arts (visual arts, music, physical education, and drama), and Environmental Studies.

2230 Programming for Young Children
A course designed to familiarize students with various approaches to early childhood education, their underlying philosophies and assumptions. The implications of these approaches for programming will be studied.

2231 Advanced Teaching Practicum
An opportunity to design and implement a program for children aged three to five who are attending the Institute's laboratory school. Students will also develop skills in assessing and reporting children's progress, and in interacting with parents. Further practice will be provided in kindergarten, primary, and special education settings in either public or separate schools.

3140 Assessment of Children's Intellectual Functioning
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

3142 Assessment of Children's Emotional Functioning (half course)
An introduction to theories and methods of assessing emotional functioning. Clear and effective report writing is emphasized.

3142 The Child in Educational Settings
An opportunity, in seminars and practicum, for students to learn to understand and interact effectively with children and teachers in the learning-teaching process. Emphasis will be on achieving competence in communication, observation, developmental assessment, and report-writing skills. Each student will spend time in two different educational settings, including the Institute's laboratory school.

3143 Family Dynamics
A study of approaches to family structure, functions, and values as articulated by various theorists. Different approaches to parent education, and their implications for child rearing will be examined. Students will participate in class discussions on family values and dynamics, and will conduct a structured interview with a family.

3144 Introduction to Facilitative Interviewing (half course)
An introduction to basic concepts of interpersonal theory. Through the use of video- and audio-taped interviews, students will become aware of attitudes and actions that may help or hinder them in relating to people seeking assistance with personal problems.

3250 Principles of Child Management (half course)
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

3251 Selected Topics in Clinical Practice
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics include: values in counselling; the ethics of therapy; meaning and use of defence mechanisms; dreams in Freudian, Jungian, and Gestalt theory; adolescence; addictions.

3252 Counselling Individuals and Families (half course)
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

3253 Theories of Counselling (half course)
Theories of the counselling process, explained and critically analysed. A combination of critique writing and film analysis will be used. Each student will present, in a guided critical discussion, a chosen theoretical approach.

3255 Seminar and Practicum in Assessment and Counselling
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 Rorschach Analysis (half course)
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

4060 Seminar and Practicum in Infant Care
An exploration of recent research that has implications for infant care. An eight-week practicum over the two-year period gives opportunities for students to become familiar with infant care programs. Knowledge of infant development is used to assess programs in day care and in homes. An infant stimulation program will be developed by students, and mental health studied and assessed by use of the Flint Infant Security Scale. Practicum will be arranged in the Institute's Parent-Infant Centre.
Prerequiste: Course 1004 or equivalent.
Students planning to take this course should arrange for one placement in an infant care setting in their first year.

4061 Seminar and Practicum in Infant Assessment
A course designed to acquaint students with recent research and theory on infancy. Some knowledge of infant behaviour is gained through limited participation in day care or in the Institute's Parent-Infant Centre. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will learn to use one standard developmental test, as well as the Flint Infant Security Scale. An infant stimulation program will be developed by students, and ways of promoting the mental health and learning of infants will be discussed.
Prerequisite: Course 1004 or equivalent.

4062 Independent Study
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Continuing Education and Graduate Studies

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, one-session, three-session specialist, and honour specialist courses. These courses are offered in the summer session and winter evening session.

1 One-session Divisional
These courses are offered to holders of an approved university degree and the Ontario Teacher's Certificate, who wish to acquire qualifications in an additional area:
- Primary
- Junior
- Intermediate
- Senior

2 One-session Technological Studies — Basic Level
These courses at the basic level are offered to holders of the Ontario Teacher's Certificate with qualifications in technological studies or with the requisite amount of work experience.

3 One-session
These courses are offered to holders of the Ontario Teacher's Certificate who wish to acquire qualifications in the following areas:
- Associate Teacher
- Childhood Education
- Law

4 Three-session Specialist
These courses are offered to holders of the Ontario Teacher's Certificate. In the case of Primary, Junior, and Intermediate Education, applicants must also hold the basic qualifications for the division concerned.
- Business Education
- Dramatic Arts
- English as a Second Language
- Environmental Science
- French as a Second Language
- Guidance
- Home Economics
- Industrial Arts
- Intermediate Education
- Junior Education
- Librarianship
- Media
- Multiculturalism in Education
- Music — Instrumental
- Music — Vocal (P/J)
- Music — Vocal (I/S)
- Physical and Health Education (P/J)
- Physical and Health Education (I/S)
- Primary Education
- Reading
- Special Education
- Visual Arts

5 One-session Honour Specialist
These courses are offered to holders of the Ontario Teacher's Certificate, who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the honour specialist qualification.

Biology
Chemistry
Dramatic Arts
Economics
English
French
Geography
Geology
History
Home Economics
Italian
Man in Society
Mathematics
Music
Physical and Health Education
Physics
Political Science
Spanish
Visual Arts

NOTE: There are prerequisites for admission to the one-session divisional, one-session Technological Studies — Basic, three-session specialist, and honour specialist courses. For information on prerequisites in specific programs, see Details of Courses (pages 12-28) and also the Faculty of Education's Office of Continuing Education Prospectus for 1981-82.

Information and application forms are available from: Student Services
Continuing Education
Faculty of Education
(978-2316)

June 29 — July 31

Additional Basic Qualifications

One-session
*Primary Division
*Junior Division
Intermediate Division
Dramatic Arts, English, French, Geography, History, Home Economics, Mathematics, Physical Education, Science, Visual Arts
Senior Division:
Computer Science, Dramatic Arts, English, French, Geography, History, Home Economics, Man in Society, Mathematics, Physical Education, Science, Visual Arts
Technological Studies
Intermediate/Senior

*June 29 — July 24

Additional Qualifications

One-session Honour Specialist

Biology, Chemistry, Dramatic Arts, Economics, English, French, Geography, Geology, German, History, Home Economics, Italian, Man in Society, Mathematics, Music, Physical and Health Education, Physics, Political Science, Spanish, Technological Studies, Visual Arts

One-session

*Childhood Education
Law

*June 29 — July 24

Winter Evening Session 1981-82

Three-Session Specialist

Business Education	
Accountancy	Parts I, II, III
Data Processing	Parts I, II, III
Marketing/Merchandising	Parts I, II, III
Secretarial	Parts I, II, III
Dramatic Arts	Parts I, II, III
English as a Second Language	Parts I, II, III
Environmental Science	Parts I, II
French as a Second Language	Parts I, II, III
Guidance	Parts I, II, III
Home Economics	Parts I, II, III
Industrial Arts	Parts I, II, III
*Intermediate Education	Parts I, II
*Junior Education	Parts I, II, III
Librarianship	Part I
Media	Parts I, II, III
Multiculturalism in Education	Part I
Music:	
Vocal, Primary/Junior	Parts I, II, III
Vocal, Intermediate/Senior	Parts I, II, III
Instrumental	Parts I, II, III
Physical and Health Education	
Primary/Junior	Parts I, II, III
Intermediate/Senior	Parts I, II, III
*Primary Education	Parts I, II, III
Reading	Parts I, II, III
Special Education	Parts I, II, III
Visual Arts	Parts I, II, III

*June 29 — July 24

One-session

Primary Basic
Junior Basic
Associate Teacher
Law
Physical and Health Education, Intermediate
Physical and Health Education, Senior
Technological Studies

Three-session Specialist

Dramatic Arts	Part I
English as a Second Language/Dialect	Parts I, II
Environmental Science	Part I
French as a Second Language	Parts I, II, III
Guidance	Parts I, II
Home Economics	Part III
Industrial Arts	Parts I, II, III
Intermediate Education	Parts I, II
Junior Education	Parts I, II, III
Librarianship	Parts I, II
Multiculturalism in Education	Parts I, II, III
Music — Instrumental	Parts I, II
Music — Vocal P/J	Parts I, II
Physical and Health Education P/J	Parts I, II, III
Physical and Health Education I/S	Parts I, II, III
Primary Education	Parts I, II, III
Reading	Parts I, II, III
Special Education	Parts I, II, III
Visual Arts	Parts I, II

One-session Honour Specialist

English, French, History, Mathematics, Physical and Health Education

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program which integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching and learning at an advanced level. This is a cooperative program designed jointly by departments in the Faculty of Arts and Science and the Faculty of Education as well as other divisions of the University. Specializations are currently available in English, Geography, Mathematics, Physics, and School Librarianship.

Admission Requirements

Applicants for admission to the Master of Arts/Science in Teaching Program will be required to have a four-year University of Toronto bachelor's degree with at least a *B* standing in the final year, or its equivalent from this or another approved university (participating departments may require higher academic admission standards), and at least three years of successful professional experience in education.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows:

- two integrated courses;
- one special course in educational aspects of the core discipline; and
- one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time study basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Admission to the program will be on the recommendation of the department of specialization. Students enrolled in the program must be registered in the department of their specialization.

Application and Inquiries

Application forms may be obtained from the School of Graduate Studies, 63 St George Street, Toronto M5S 2E6.

Information about the program may be obtained from the Chairman, Master of Arts/Science in Teaching Program, Faculty of Education (978-5261).

Bachelor of Education Degree Program

Bachelor of Education Degree Program by Part-Time Study

The Faculty of Education offers to holders of the Ontario Teacher's Certificate a program leading to the Bachelor of Education degree. This will consist of four courses in the current one-year Bachelor of Education degree program, drawn from the offerings under Foundations and Complementary Studies.

Admission Requirements

- an approved degree from an accredited university
- an Ontario Teacher's Certificate

Inquiry and Application

Information and application forms are available from the Office of Continuing Education and Graduate Studies, Faculty of Education (978-5261).

Faculty and University Information

Attendance

Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registration cancelled at any time by the Council.

Grading Practices

During the first week of each course, instructors will inform the class, both orally and in writing, of their evaluation procedures, and will provide:

- a list of all assignments, with their due dates;
- the weighting factor or percentage allotment for each course requirement;
- a statement on the procedure used to determine final grades;
- a description of the format and nature of the final examination (where applicable).

After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of a majority of the students enrolled in the course, and the approval of the Dean's Committee on Grading Practices.

Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students, with time for its discussion.

Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

All final course grades submitted by instructors will be reviewed by a Dean's committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

Conditions for Final Standing

Candidates will be evaluated on all five parts of the program: Teaching Options, Foundations, Practice Teaching, Complementary Studies, and the compulsory course, *School Law in Ontario.*

Grades in the Teaching Options, Foundations, and Practice Teaching will be reported in the letter grade scale of *A, B, C, D, FX.* Grades in the Complementary Studies course and in *School Law in Ontario* will be reported in the grade scale of Honour/Pass/Fail (*H/P/FL*).

The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and the translation table is as follows:

Letter Grade Scale	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	*80 – 100*	*87*
B	*Good*	*70 – 79*	*75*
C	*Adequate*	*60 – 69*	*65*
D	*Marginal*	*50 – 59*	*55*
FX	*Inadequate*	*0 – 49*	*25*

To be recommended for the Bachelor of Education degree and the Ontario Teacher's Certificate, a candidate must attain:

a a minimum of a *C* average in each of the following parts of the program:
- Teaching Options*
- Foundations
- Practice Teaching

b a minimum of a *D* grade in each course in:
- Teaching Options
- Foundations

c an Honour or Pass grade in:
- the Complementary Studies course
- *School Law in Ontario*

* The average in Teaching Options for Junior/Intermediate candidates will be determined by assigning to the Junior course twice the weight of an Intermediate course.

Supplemental Privileges

A candidate may have supplemental privileges in a course in which an *FX* or *FL* has been received. This privilege is limited to a maximum of two courses, of which only one may be a Teaching Option.

A candidate who receives a *D* grade in a Teaching Option or Foundations course may be granted supplemental privileges in that course if the *D* grade has reduced the average in that part to less than *C*.

There are no supplemental privileges for the Practice Teaching part of the program.

Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

A candidate granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

1 by taking an examination during August,
2 by otherwise satisfying the requirement of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree and the Ontario Teacher's Certificate.

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Appeals

There is a five-stage appeals procedure. In the first instance, the appeal should be made to the instructor concerned. If this fails to satisfy, successive appeals may be made, until the problem is resolved, to the following:
- the department chairperson
- the Appeals Committee of the Faculty Council
- the Divisional Committee of the Faculty
- the Academic Appeals Board

An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than six months after the decision from which the appeal is being taken has been communicated in writing to the appellant.

At the first three levels, appeals must be initiated within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may be obtained from the Registrar's office.

Results Withheld

Students who have not paid their fees or residence dues in full or who have outstanding library dues or bookstore accounts at the end of the session will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their diplomas or recommendations for any Ministry of Education teaching certificates until payment is made.

Transcripts

Transcripts of academic record can be obtained from the Faculty Registrar's Office on payment of a fee.

Withdrawal

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed 'Withdrawal from the University' form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be

entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Access to Student Academic Records

In accordance with the *Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto,* students may obtain access to their academic records upon written request to the Registrar of the Faculty. The full text of this Policy is available in the Registrar's office.

1 *Access by a student*

a A student may examine and have copies made of his/her academic record, with the exception of that portion of the record which deals with his/her application for admission to the academic division concerned.

b A student's request to examine any part of his/her official student record shall be made in writing and shall be complied with by the responsible authorities within 30 days of receipt of the request.

c A student has the right to challenge the accuracy of his/her academic record, with the exception of the material specifically excluded in **a** above, and to have his/her official student academic record supplemented with comments, so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments would not necessarily appear on official academic reports such as the transcript or the grade report.

2 *Access by University staff*

Members of the teaching and administrative staff of the University shall have access to relevant portions of a student's academic records in the performance of their duties.

3 *Access by U. of T. student organizations*

Student organizations in the U. of T. may have access to all information available freely to persons outside the University (see below), and to the residence address and phone number of the student.

4 *Access by others*

a By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all inquirers:

- the academic division(s) and the session(s) in which a student is or has been registered
- degree(s) received and date(s) of convocation

b Any other information contained in the academic record of a student may be released to other persons and agencies only with the student's prior expressed written consent, or on presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, or otherwise under compulsion of law. A record shall be kept of permissions granted to any persons or agencies outside the University for access to a student's academic record.

c General statistical material drawn from academic records not disclosing the identities of students may be released for research and informational purposes by the academic division maintaining these records.

5 *Custody of student academic records*

Academic records are normally under the custodial responsibility of the academic divisions. Fifty years after a student has ceased to be registered, all records that have been retained by any division or office of the University become the responsibility of the University Archivist, and become open to researchers authorized by the U. of T.

University Discipline

a *Academic*

The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, the evaluation of a student's work by irrelevant criteria, etc. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Affairs Committee of the Governing Council.

b *Discipline in non-academic matters*

The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern to the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

The University reserves the right to alter the fees and other charges described in this calendar.

Fees

Full-time

		Visa Students
Academic fee	$935.00	$1773.000
Campus services	99.50	99.50
Student society fees	24.50	24.50
Total fee payable	1059.00	1897.00
First instalment, *due Sept. 8**	685.00	1188.00

*A $50 deposit must be paid by applicants before final confirmation of admission, and will be deducted from the total fee, or first instalment.

Technological Studies Spring Session (May-August)

		Visa Students
Academic fee	$467.50	$886.50
Incidental fees	14.00	14.00
Total fee payable, due May1	481.50	900.50

NOTES:

1 At least the first instalment of fees must be paid before a student card will be issued.

2 Commencing September 20 all outstanding balances, regardless of source of payment, are subject to a service charge of 1½% per month compounded on the 15th of each month beginning in October, until the account is paid in full.

3 A special fee of $45 will be collected on the first day of the course *Outdoor Education* 5200, to defray the cost of field trips and an outdoor education weekend.

4 Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Supplemental Examinations	
For each supplemental examination in any course	$20.00

Part-time Students	
Academic fee, full course	$187.00
Regular session incidental fees	15.00

Ontario Student Assistance Program

The components of the Ontario Student Assistance Program are as follows:

The Ontario Study Grant Plan
Non-repayable grant assistance to students from less affluent families, normally for their first four years of post-secondary education.

The Canada Student Loans Plan
Need-tested loan assistance up to and including the doctoral level of study. Students who have reached 'independent status' can be assessed for loan assistance without reference to their family's income.

The Ontario Student Loans Plan
Need-tested loan assistance available to students who are not covered by the Canada Student Loans Plan.

The Ontario Special Bursary Plan
Grant assistance for particularly needy part-time students. There will continue to be an upper limit on the number of courses that a student can take (three university courses or their equivalent), and students will not be able to receive financial assistance from both this program and the Ontario Study Grant Plan at the same time.

All students who are attending the University of Toronto may qualify for aid under one or more of these plans, provided they satisfy the residency requirements as outlined in the Ontario Student Assistance brochure, and demonstrate financial need. Students wishing to apply under the Ontario Student Loans Plan can do so on the same application form. Students intending to apply under the Ontario Special Bursary Plan should contact the Office of Student Awards directly at 978-2204 to arrange a personal interview.

Application forms and brochures can be obtained from the Office of Student Awards, University of Toronto, Room 107, Simcoe Hall, Toronto M5S 1A1.

Bursaries for Second-Language Teachers
Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary
The Council of the Faculty of Education offers one or more bursaries up to a total of $500 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.)

R.D. Phillips Memorial Loan Fund
This loan fund was established by contributions made by Technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R.D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department, who demonstrate financial need. Applications should be made to the Chairman of the Department.

University of Toronto Alumni Association Loan Fund
Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 47 Willcocks Street, Toronto M5S 1A1 (978-2366).

Awards and Honours

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. Each will receive a bronze sculpture of a young person gazing in wonder at an object – a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character.'

Award for Outstanding Contribution to the Life of the Faculty

The students and staff of the Faculty of Education annually recognize a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty. The award is made in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973-74. For it, the same sculpture as that for the Awards of Honour will be presented.

Dean's Honour List

Recognition is given annually to those students who achieve *A* (or Honour) standing in all parts of their program of study.

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

International Business Machines Canada Limited Scholarship

International Business Machines (IBM) Canada Limited has established a scholarship in the total amount of $300 to be awarded annually to one or more students on the basis of participation and achievement in the Computer Science course. Applications not required.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the Institute of Child Study. A total of $1000 to be awarded annually to one or two candidates for the Diploma in Child Study, on the basis of scholastic attainment; financial need may be a consideration. Selection to be made by the Awards Committee of the Institute of Child Study. Applications not required.

William Pakenham Fellowship in Education

The late Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $2000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Memorial Award

Offered by Mrs. M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. This award is intended to recognize annually a student enrolled in the Guidance course in the one-year Bachelor of Education program, and is based on scholarship, teaching ability, and potential contribution to the development of guidance and counselling. The recipient of the award (value $400) must satisfy the Dean and the Chairman that the funds will be devoted to furthering his or her education in this field by travel, study, or research.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R.D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of this Department. It is awarded annually to the student in the Technological Studies Program who achieves the highest academic average.

Don Wright Scholarship in Vocal Music

The Don Wright Charitable Foundation has established a scholarship in the amount of $500 to be awarded annually to a student enrolled in music who has a strong interest in developing young voices in the grades of the junior and intermediate divisions.

Faculty Facilities

Facilities include a library, laboratories, gymnasia, an educational media centre with a television studio, a theatre studio, and a computer centre.

The Library houses a collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. Its collection of mounted pictures, filmstrips, slides, recordings, and kits is available to students for use both at the Faculty and in their practice teaching assignments. Facilities for previewing audiovisual aids are provided.

The Faculty's Health Centre, with a registered nurse in charge, offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

A speech consultant offers weekly classes in developing projection and variety of the voice. Students unable to attend these classes because of timetable conflicts may arrange for individual consultations.

Faculty of Education Student Union

The Student Union is concerned with all matters pertaining to students of the Faculty. It organizes extracurricular activities for the students, and acts on their behalf in any matter that may arise relating to the Faculty program. To provide continuity of organization in student affairs, it maintains a year-round office at 703 Spadina Avenue.

Through this government, all students have voting members on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

Guidance Centre

The Guidance Centre publishes and distributes standardized tests, books, and periodicals related to general education, occupational information monographs, and other educational materials for teachers and guidance counsellors. Its offices are located at 1000 Yonge Street, Toronto M4S 2K8 (978-3210).

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study,and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Welcome to University of Toronto.* This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsman, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service: Lists of rooms, apartments, and houses for immediate occupancy are displayed in the Housing Service offices. Information on and applications for unfurnished apartments at 30 and 35 Charles St., designed to accommodate married students, may be obtained from the Housing Service, 49 St. George St., Toronto M5S 1A1.

Other accommodation: Tartu College, a private student residence, offers accommodation for single students. Inquiries should be addressed to Tartu College, 310 Bloor St. West, Toronto M5S 1W4 (925-9405).
Campus Co-operative Residence, Inc. offers accommodation for graduate and undergraduate students. Address inquiries to 395 Huron St., Toronto M5S 2G5 (979-2161).

Career Counselling and Placement: The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

Faculty of Education Staff 1980-81

Dean
J.C. Ricker, M.A.

Associate Dean
W.G. London, B.A. ED.M.

Assistant Deans
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Early Childhood and Elementary Education*
J.W. Greig, B.A., M.ED., ED.D. *Continuing Education and Graduate Studies*

Registrar
L.J. La Fave, B.ED., M.B.A.

Admissions and Universities Liaison Officer
G.A. Whyte, B.A., B.J.

Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
H.O. Barrett, C.D., B.A., D.PAED., F.O.T.F.
W.B. MacLean, M.A.
J.M. Paton, M.A., D.PAED., F.C.C.T.
A.F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
P.H. Taçon, M.A., B.PAED.
G.E. Tait, B.A., B.PAED., ED.D.

Art Education
J.A.M. Emerson, M.A. *Associate Professor*

Business Education
B.E. Conchie, B.A. *Associate Professor*
G.A. Reid, B.COM., B.ED., M.A., F.C.C.T. *Professor*
R.B. Wilson, B.COM., M.S.T. *Associate Professor*

Computer Studies
L.J. La Fave, B.ED., M.B.A. *Professor*
D.W. Garth, B.COM. *Associate Professor*
G.D. Milbrandt, B.S.ED., M.ED. *Associate Professor*

Continuing Education and Graduate Studies
J.W. Greig, B.A., M.ED., ED.D. *Professor*
R.J. McMaster, B.A., B.ED. *Professor*
D.I. Galbraith, B.SC., M.ED. *Associate Professor*
H.A. Yeager, B.H.SC., M.ED. *Associate Professor*
C.J. Lundy, B.A. *Assistant Professor*

Counsellor Education
C.L. Bedal, B.A., M.ED. *Professor*
B.R. Eardley, B.S., M.ED. *Associate Professor*
P.A. Manuel, B.A., M.ED. *Associate Professor*

Dramatic Arts
D.W. Booth, B.A., M.ED. *Associate Professor*
C.J. Lundy, B.A. *Assistant Professor*

Educational Administration
J.D. Wood, M.A., PH.D., A.R.C.T. *Associate Professor*
V.K. Gilbert, B.SC., M.ED., PH.D. *Professor*
M.F. Grapko, M.A., PH.D. *Professor*
A.T. Sheehan, M.ED., PH.D., F.C.C.T. *Professor*
R.A. Martin, B.A.SC., M.ED., PH.D. *Associate Professor*
E.A. Rix, A.MUS.B., M.ED., PH.D. *Assistant Professor (part-time)*
D.R. Fleming, B.A., M.ED., D.ED., *Tutor*

Educational Psychology
D.S.J. Shackel, M.A., PH.D. *Associate Professor*
R.W. Dent, M.A., PH.D. *Professor*
S.L. Kong, B.A., M.ED., PH.D. *Professor*
C.C. Brodeur, M.A., M.A. (PHIL.) PH.D. *Associate Professor*
A.B. Durell, M.A., PH.D. *Associate Professor*
R. Pike, B.S.W., M.A., PH.D. *Associate Professor*
C. Tan -Willman, B.S.E., M.A., PH.D. *Associate Professor*

Elementary Education
G.W. Hunt, B.A. M.ED. *Associate Professor*
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Professor*

English
J.W. MacDonald, M.A., ED.D. *Professor*
J.L. Aitken, M.A., PH.D. *Professor*
A.C. Coman, M.A. (Edin.), M.A. *Professor*
R.S. Harris, PH.D. *Professor*
R.J. McMaster, B.A., B.ED. *Professor*
R.T. Shephard, B.A., M.ED. *Professor*
J.H. Stevens, M.A. *Professor*
A.A. Bowers, B.A., M.ED. *Associate Professor*
J. Laird, B.A. *Associate Professor*
H. Stollery, B.A. *Tutor*

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R.P. Baine, M.A. *Professor*
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S.J. Totton, B.A. *Manager*

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D. Levinson, M.A., PH.D. *Associate Professor*
A. Schermann, M.SC. *Associate Professor.*
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R.G.N. Laidlaw, M.A., PH.D. *Special Lecturer (part-time)*
P. Karal, M.A., PH.D. *Lecturer (part-time)*

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T. Hansson, B.A.*
E.A. Hunter
M.A. Jaffary, B.A., DIP.C.S.
B.J. Robertson, B.A., M.ED.*
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D.L. Wicks, B.A., M.ED.
**Seconded from Toronto Board of Education*

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R.R. Roy, B.PHIL., M.A., *Associate Professor*
C.R. Theodore, M.A. *Associate Professor*
R. Hrubi, DIP. PROF. FR. I'ET. *Senior Tutor*

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C.A. Hennessy, B.A., B.ED., M.ED. *Tutor*

Physical and Health Education
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R.J. Smith, B.A., M.L.S. *Associate Professor*

Science Education
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D.I. Galbraith, B.SC., M.ED. *Associate Professor*
T.J.E. Wolfe, B.S.A., M.ED. *Associate Professor*

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A. Gaydos, B.S., M.ED., PH.D. *Associate Professor*
I.T. Malloch, B.A., M.S.ED. *Associate Professor*
W.S. Sloan, B.A., A.O.C.A. *Associate Professor*
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J.A. Fautley, MUS.BAC., B.ED.
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M.P. Gendron, M.A.
S. Grafstein, B.A., B.ED.
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D.J. Laurenson, B.SC., M.MATH.
B. LeGresley, B.A., M.ED.
P.A. Mackillop, M.A. (Glas.), B.Ed.
N.E. Maier, M.A.
H.C. Maynard, M.A.
N.T. McLean, B.A.
W.R.H. Montgomery, M.A., PH.D.
R.J. Moorfield, M.A.
C.W.M. Pace, B.A., B.S.W., M.ED.
J.A. Ryan, B.E.S., B.ED. *(part-time)*
F.M. Speed, B.SC., B.SC.S., M.ED.
J. Stulac, B.P.H.E., B.A., B.ED.
F.R. Wakelin, B.P.H.E., B.ED.

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Director of Housing Services
S. Mason, B.A.

Director of International Student Centre
E. Paterson, B.A.

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Design Unit/University of Toronto Press

Faculty of Education

University of Toronto

Calendar

1982/83

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7

Admissions
416-978-5577

Continuing Education
416-978-2316
416-978-5261

Institute of Child Study
416-978-3457

Technical and Industrial Arts
416-978-3199

The Faculty of Education

Faculty of Education

University of Toronto

Calendar

1982/83

Notice

Curriculum

At the time of printing, the courses of instruction described in this calendar are those intended to be offered in the academic year 1982-83. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but the provision of such instruction cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course of instruction described in this calendar, in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

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Academic Calendar 1982-83

1982

July 5 — 30	Summer Session
September 8 — 10	Registration
September 13	Classes begin
September 24	Last day for course changes
October 11	Thanksgiving Day
December 17	Classes end
December 20 — 22	Examinations

1983

January 3	Classes resume
January 14	Last day for receiving second instalment of fees
February 21 — 27	Reading week
March 29	Last day for withdrawal without academic penalty
April 1	Good Friday
April 22	Classes end
April 27 - May 3	Examinations
May 3	Spring program in Technologicical Studies begins
June 17	Last day for accepting applications for August supplemental examinations

History and Function of the Faculty of Education

History

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial School of Pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in Pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a practical school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated as the Ontario College of Education, University of Toronto.

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, the University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* Since that time there has been further expansion with the addition of the Educational Media Centre in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated as the *Faculty of Education, University of Toronto.*

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MSCT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an MAT program in English and an MSCT program in mathematics were initiated, and in 1980-81 master's programs in geography, physics, and school librarianship were added.

In 1981 the Faculty of Education marked its 75th anniversary as an Ontario teacher education institution.

Function of the Faculty of Education

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's one-year programs lead to the basic Ontario Teacher's Certificate (O.T.C.), which qualifies the holder to apply for a teaching position in Ontario elementary, secondary, and vocational schools. Holders of the O.T.C. may obtain additional qualifications in evening and summer courses offered by the Faculty.

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, a Master of Arts/Science in Teaching degree is available through part-time study.

Bachelor of Education and Ontario Teacher's Certificate Program

The degree of Bachelor of Education will be conferred by the University of Toronto on students who successfully complete the program that leads also to the Ontario Teacher's Certificate (O.T.C.) conferred by the Ministry of Education. This certificate qualifies the holder to teach in Ontario schools.

Successful students who are not Canadian citizens, but have permanent resident status, will receive the Bachelor of Education degree from the University of Toronto and a Temporary Letter of Standing from the Ministry of Education.

Graduation

Admission

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average, and to those with relevant experience, such as work with children and adolescents, which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand in the system.

Language Regulations

An applicant whose first language is other than English may be required to pass the Communication Test for Teaching in the English Language. The test will be conducted by a committee composed of representatives of the Ontario Secondary School Teachers' Federation, the Department of English of the University of Toronto, and the Council of the Faculty.

Admission of Foreign Students

The Faculty welcomes qualified foreign students who plan to return to their own countries on completion of their studies. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. Foreign students and others *who are candidates for the Bachelor of Education degree but not for an Ontario Teacher's Certificate* must comply with such conditions of admission as the Council of the Faculty may determine.

Application Procedure

Application forms and full instructions for applying may be obtained from the Faculty Registrar. Forms are also available on request from most Ontario university placement offices, normally beginning in October of the year prior to registration.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name

Program of Studies

The program has five components:
- Teaching Options
- Foundations
- Practice Teaching
- Complementary Studies
- School Law in Ontario

Teaching Options

Candidates must select one of the following areas of specialization:
Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 13)

Primary/Junior
This program integrates the content of *Primary Education* 1400 and *Junior Education* 1410 in one course, *Primary/Junior Education* 1420.

Junior/Intermediate
This program comprises three courses: *Junior* 1410 and two intermediate courses, at least one of which must be selected from list A, with a second from list A or List B. Prerequisites, if any, are given in the course descriptions.

LIST A	LIST B
English 1101	†Guidance 1051
French 1111	†Reading 1061
Geography 1441	†Special Education 1321
History 1151	
Home Economics 1161	
†Industrial Arts 1171	
Mathematics Education 1221	
Music — Vocal 1241	
†Physical and Health Education 1251	
Science 1301	
Visual Arts 1011	

Intermediate/Senior
This program comprises two courses*, at least one of which must be selected from List A, with a second from either List A or List B. Prerequisites, if any, are given in the course descriptions.

LIST A	LIST B
*†Business Education	†English as a Second Language 1330
Accounting 1340	†Guidance 1050
Data Processing 1350	†Reading 1060
Marketing 1360	†School Librarianship 1290
Secretarial 1370	†Special Education 1320
†Computer Science 1040	
†Dramatic Arts 1070	
Economics 1080	
English 1100	
†Environmental Science 1380	
French 1110	
Geography 1440	
Geology 1130	
German 1140	
Greek 1210	
History 1150	
Home Economics 1160	
†Industrial Arts 1170	
Italian 1190	
Latin 1200	
Man in Society 1270	
Mathematics Education 1220	
Music — Vocal 1240	
Physical and Health Education 1250	
Political Science 1260	
Science 1300	
Spanish 1310	
Visual Arts 1010	

*Candidates selecting Business Education must choose *two* business courses.

† There are no academic prerequisites for these courses.

Foundations

Candidates will take three Foundations courses, one from each of the departments of Educational Administration, Educational Psychology, and History, Philosophy, and Sociology of Education.

Educational Administration
Administration in the Modern School 3050
Administration of Adult Education 3280
Evaluation of Student Performance 3040
The Individual Student and the School Program 3030
Program Organization 3020
Individual Research Project (Educational Administration) 3060

Educational Psychology
Contemporary Issues in Educational Psychology 3260
Learning and Human Behaviour 3070
Teaching — an Interpersonal Process 3110
Understanding Children and Youth 3100
Individual Research Project (Educational Psychology) 3270

History, Philosophy, and Sociology of Education
Authority and Freedom in School 3190
Comparative Education 3130
Cross-Cultural Education 3210
The Development of Canadian Education 3200
School and Society 3160
Developing a Personal Philosophy of Education 3140
Individual Research Project (History, Philosophy, and Sociology of Education) 3240

Practicum

4010 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

School Law

6010 School Law in Ontario
All candidates proceeding to the Bachelor of Education degree and the Ontario Teacher's Certificate are required to take this course.

Complementary Studies

Candidates will select one of the following courses:

Art and Interdisciplinary Studies 5020
Atypical Development 5540
Children's Literature 5040
Classroom Communication 5390
Communication Arts in Modern English 5050
Counselling Skills for Teachers 5340
Culture and Society as They Relate to the Teaching of French 5070
Current Health Problems in School and Society 5080
Curriculum Theory and Design 5360
Day Care and Nursery School Administration 5530
Design Education 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Drama in Elementary Education 5110
Education and the Gifted 5490
Educational Media 5120
Environmental Studies 5140
Explorations in Creative Learning and Teaching 5400
Feature Films and TV in the Classroom 5450
French as a Second Language 5150
Game Theory and Simulation in Relation to Learning 5370
Group Theory and Group Skills in Education 5170
Language in the Schools 5240
Life Skills for the Young Child 5220
Methods of Child Study 5030
Multiculturalism, the School, and the Curriculum 5410
Music — Instrumental Intermediate/Senior 5510
Outdoor Education 5200
Practical Skills for Constructing Teaching Aids 5300
Reading in the Secondary School 5260
Recent Developments in Modern Language Teaching 5270
Recreational Mathematics 5500
The Resource Centre and the Elementary School Teacher 5430
The Resource Centre and the Secondary School Teacher 5420
Speech — Passport to Communication 5330
Teaching Current Events through the Media 5470
Teaching Social Issues 5440
Understanding and Personal Use of Computers 5060
The Use of Graphic Illustrations in the Classroom 5480
Values Education 5210

Details of Courses

Descriptions of courses, with the number of hours per week for each, are given on the following pages. Additional Qualification courses are offered in summer or winter evening sessions only to applicants who hold an Ontario Teacher's Certificate. Honour Specialist courses are numbered in the 2000 series and three-session Specialist courses are numbered in the 9000 series.

NOTE: The last date for changing optional subjects or courses will be September 24; thereafter changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 44-47.

Students at the Faculty

Business Education

Business Education is divided into four subject areas: Accounting, Data Processing, Marketing, and Secretarial. Candidates enrolled in Business Education will select any two of these four courses, and will also take instruction in typewriting methodology.

1340 Accounting Intermediate/Senior (5 hours)
This course will deal with strategies of teaching accounting, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of a proper classroom learning environment. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Accounting.
Three-session Specialist course in Accounting
9341 Part I
9342 Part II
9343 Specialist

1350 Data Processing Intermediate/Senior (5 hours)
This course will prepare students to design computer studies material on a modular basis. Students will also study teaching strategies for computer concepts, applications of computers in society, and problem-solving techniques using the computer. For further details see *Computer Science* 1040. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Data Processing.
Three-session Specialist course in Data Processing
9351 Part I
9352 Part II
9353 Specialist

1360 Marketing Intermediate/Senior (5 hours)
An examination of marketing policies and techniques, with intensive study of retail organization and operations. Candidates will study strategies of teaching marketing, curriculum design, and innovative instructional techniques. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Marketing.
Three-session Specialist course in Marketing
9361 Part I
9362 Part II
9363 Specialist

1370 Secretarial Intermediate/Senior (5 hours)
The theory and practice of teaching Pitman Shorterhand and related stenographic procedures, with emphasis on the development of innovative and effective teaching techniques. The psychology of learning as applied to the teaching of secretarial subjects will be an integral part of the program. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Secretarial.
Three-session Specialist course in Secretarial
9371 Part I
9372 Part II
9373 Specialist

Computer Science

1040 Computer Science (5 hours)
One segment of the course will help to prepare students for the teaching/learning process and for designing computer studies material on a modular basis. Major areas consist of: use of teaching strategies; preparation of instructional objectives; application of an evaluation philosophy; development of a problem-oriented approach to computer education; modular course design; motivation techniques; use of available resources; reinforcement of basic computer concepts through a hypothetical computer; creation of an effective learning environment. The second segment will emphasize problem-solving techniques using the computer. Topics include: basic computer concepts; applications of computers in society; structured flowcharting; computer terminology; information flow through a computer system; high-level language as a vehicle of communication; program debugging; documentation procedures. Micro, mini, and interactive computing facilities are available for student use.
One-session Honour Specialist course
2040 Computer Science Honour Specialist

Dramatic Arts

1071 Dramatic Arts Intermediate (5 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech, and oral interpretation. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Dramatic Arts.
Not offered in 1982-83.

1070 Dramatic Arts Intermediate/Senior (5 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purposes of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of developmental programs. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Dramatic Arts.
Three-session Specialist course in Dramatic Arts
9071 Part I
9072 Part II
9073 Specialist
One-session Honour Specialist course
2050 Dramatic Arts Honour Specialist

Economics

1080 Economics Intermediate/Senior (4 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.
Prerequisites: Two university courses (6 credits) in economics.
One-session Honour Specialist course
2060 Economics Honour Specialist

English

1101 English Intermediate (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.
Prerequisites: Two university courses (6 credits) in English.

1100 English Intermediate/Senior (5 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.
Prerequisites: Two university courses (6 credits) in English.
One-session Honour Specialist course
2070 English Honour Specialist

English as a Second Language

1330/1331 English as a Second Language (4 hours)
Designed for teachers of New Canadian students at all levels from primary to senior. The following topics are covered: basic methods of instruction in speaking, listening, reading, and writing skills; first language acquisition; aspects of syntax and phonology of English relating to second language acquisition; problems of placement and evaluation; the use of teaching aids such as film, records, newspapers, TV, and special ESL materials. Considerable attention will be given to socio-cultural factors in immigrant adaptation, community services, and ethnographic patterns in Ontario. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in English as a Second Language.
Three-session Specialist course in English as a Second Language
9331 Part I
9332 Part II
9333 Specialist

1331 Junior/Intermediate
Not offered in 1982-83.

Environmental Science

1380 Environmental Science Intermediate/Senior (5 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater and terrestrial ecology, agriculture, forestry, mineral resources, urban and rural planning, energy conservation, and population ecology. Field experience will be provided. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Environmental Science. It is recommended that candidates have a background in science or geography.
Three-session Specialist course in Environmental Science
9381 Part I
9382 Part II
9383 Specialist
One-session Honour Specialist course
2260 Environmental Science Honour Specialist

French

1111 French Intermediate (2 hours)
This course has two components: methodology and applied phonology. Techniques for handling particular teaching situations are evaluated by discussion and practice. Opportunities are provided for students to acquire specific oral skills and corrective techniques related to language learning. Students will gain experience with a variety of audiovisual materials, and will be introduced to the major programs currently in use in the intermediate division. Students enrolled in this course must take *French as a Second Language* 5151 as their Complementary Studies requirement. Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated.

1110 French Intermediate/Senior (5 hours)
This course has two components: methodology and applied phonology. Techniques for handling particular teaching situations are evaluated by discussion and practice. Opportunities are provided for students to acquire specific oral skills and corrective techniques related to language learning. Students will gain experience with a variety of audiovisual materials, and will be introduced to the major programs currently in use in the intermediate and senior divisions. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated.
Three-session Specialist course in French as a Second Language
9421 Part I
9422 Part II
9423 Specialist
One-session Honour Specialist course
2080 French Honour Specialist

Geography

1441 Geography Intermediate (2 hours)
Curriculum planning and program development organized to assist prospective teachers. Learning experiences are studied in which there is an integration of learner characteristics, styles of learning, and instruction techniques and procedures.
Prerequisites: Two university courses (6 credits) in geography.

1440 Geography Intermediate/Senior (5 hours)
For course content and prerequisites, see *Geography Intermediate* 1441.
One-session Honour Specialist course
2090 Geography Honour Specialist

Geology

1130 Geology Intermediate/Senior (5 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.
Prerequisites: Two university courses (6 credits) in geology.
One-session Honour Specialist course
2100 Geology Honour Specialist

German

1140 German Intermediate/Senior (4 hours)
For course content see *French Intermediate/ Senior* 1110.
Prerequisites: Two university courses (6 credits) in German. Proficiency in spoken and written German must be demonstrated.
One-session Honour Specialist course
2110 German Honour Specialist

Greek

1210 Greek Intermediate/Senior (5 hours)
This course may be taken only in conjunction with *Latin* 1200. For course content see *Latin* 1200.
Prerequisites: Two university courses (6 credits) in Greek.
Not offered in 1982-83.
One-session Honour Specialist course
2120 Greek Honour Specialist

Guidance

1050/1051 Guidance (4 hours)
The three major components of this course are: interpersonal skills applied to counselling, introduction to counselling theory and approaches, and classroom guidance techniques based on an understanding of human development. Students will also practise basic observation and listening skills as applied to guidance counselling. Legal and ethical questions in guidance will be examined. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Guidance.
Three-session Specialist course in Guidance
9051 Part I
9052 Part II
9053 Specialist

History

1151 History Intermediate (2 hours)
A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues from English-French and Canadian-American relations, international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contributions of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.
Prerequisites: Two university courses (6 credits) in history.

1150 History Intermediate/Senior (5 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics, and strategies; evaluation of students; dealing with individual student differences; principles of unit development.
Prerequisites: Two university courses (6 credits) in history.
One-session Honour Specialist course
2130 History Honour Specialist

Home Economics

1161 Home Economics Intermediate (2 hours)
An exploration of the needs of students at the intermediate level, with emphasis on concepts significant to Family Studies curricula, lesson planning, relevant teaching aids and resource materials. The course will cover basic methods of instruction in food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Home Economics.
Prerequisites: Three university courses (9 credits) in home economics.

1160 Home Economics Intermediate/Senior (5 hours)
An exploration of the needs of Family Studies students at the intermediate and senior levels with emphasis on techniques of teaching food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics. Lesson planning and curriculum design will be examined, along with relevant teaching aids and resources. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Home Economics.
Prerequisites: Three university courses (9 credits) in home economics.
Three-session Specialist course in Home Economics
9161 Part I
9162 Part II
9163 Specialist
One-session Honour Specialist course
2140 Home Economics Honour Specialist

Industrial Arts

1170/1171 Industrial Arts (7 hours)
The philosophy of contemporary technological studies: interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is required. Candidates must select *Design Education* 5090 as their Complementary Studies course.
On successful completion of course 1170 and having demonstrated competence in the subject by passing a written and practical proficiency examination, a candidate may qualify for entry into Part II of the three-session Specialist course in Industrial Arts.
Three-session Specialist course in Industrial Arts
9171 Part I
9172 Part II
9173 Specialist

Intermediate Education

9600 Intermediate Education
Any two subjects from those listed under the Junior/Intermediate program (see page 10). Teachers who wish to specialize in the intermediate division may take the following three-session Specialist course:
Three-session Specialist course in Intermediate Education
9431 Part I
9432 Part II
9433 Specialist

Italian

1190 Italian Intermediate/Senior (4 hours)
For course content see *French Intermediate/ Senior* 1110.
Prerequisites: Two university courses (6 credits) in Italian. Proficiency in spoken and written Italian must be demonstrated.
One-session Honour Specialist course
2150 Italian Honour Specialist

Junior Education

1410 Junior Education (6 hours)
This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of student participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1410 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the ongoing activities of an elementary school classroom. Teachers who wish to specialize in the junior division may take the following three-session Specialist course:
Three-session Specialist course in Junior Education
9411 Part I
9412 Part II
9413 Specialist

Latin

1200 Latin Intermediate/Senior (5 hours)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.
Not offered 1982-83.
One-session Honour Specialist course
2160 Latin Honour Specialist

Man in Society

1270 Man in Society
Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course, Man in Society. Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.
Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.
One-session Honour Specialist course
2220 Man in Society Honour Specialist

Mathematics Education

1221 Mathematics Education
Intermediate (2 hours)
A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, problem solving.

1220 Mathematics Education Intermediate/ Senior (5 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, problem solving.
One-session Honour Specialist course
2170 Mathematics Education Honour Specialist

Music

All students enrolled in courses 1241 or 1240 must also take *Music — Instrumental* 5510 as their Complementary Studies course. On successful completion of either course 1240 or 1241, a candidate may qualify for entry into Part II of the three-session Specialist course in Music — Vocal Intermediate/Senior.

1241 Music - Vocal Intermediate (2 hours)
A multi-faceted approach to music learning, which involves the expansion of aural awareness and musical sensitivity through sound explorations, improvisations, manipulations of musical materials and procedures, listening, vocalizing, and conducting.
Prerequisites: Two university courses (6 credits) in music, or background.

1240 Music — Vocal Intermediate/Senior (4 hours)
Approaches to the development of aural sensitivity through performance, listening, analysis, and problem solving; implementation of the different teaching styles; design of units reflecting aims and objectives within Ministry guidelines.
Prerequisities: Two university courses (6 credits) in music.
Three-session Specialist course in Music — Vocal Intermediate/Senior
9241 Part I
9242 Part II
9243 Specialist
The following course is offered to teachers wishing to specialize in music at the primary or junior level:
Three-session Specialist course in Music — Vocal Primary/Junior
9261 Part I
9262 Part II
9263 Specialist
One-session Honour Specialist course
2180 Music Honour Specialist

Physical and Health Education

1251 Physical and Health Education
Intermediate (4 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials, and organizational procedures appropriate to physical and health education in the intermediate division. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Physical and Health Education Intermediate/Senior.

1250 Physical and Health Education Intermediate/Senior (5 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program. On successful completion of this course, a candidate may qualify for entry into Part II of a three-session Specialist course in Physical and Health Education Intermediate/ Senior.
Prerequisites: Two university courses (6 credits) in physical and health education.
Consideration will be given to equivalent field experience.
Three-session Specialist course in Physical and Health Education Intermediate /Senior
9251 Part I
9252 Part II
9253 Specialist
The following course is offered to teachers wishing to specialize in physical and health education at the primary or junior level:
Three-session Specialist course in Physical and Health Education Primary/Junior
9271 Part I
9272 Part II
9273 Specialist
One-session Honour Specialist course
2190 Physical and Health Education Honour Specialist

Political Science

1260 Political Science Intermediate/Senior (4 hours)
Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada — machinery, process, performance, and participation; principles of course construction — group preparation and presentation of representative units selected from the Ministry guideline; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.
Prerequisites: Two university courses (6 credits) in political science.
One-session Honour Specialist course
2210 Political Science Honour Specialist

Primary Education

1400 Primary Education (5 hours)
This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of student participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as on specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1400 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the ongoing activities of an elementary school classroom. Teachers who wish to specialize in the primary division may take the following three-session Specialist course:
Three-session Specialist course in Primary Education
9401 Part I
9402 Part II
9403 Specialist

Reading

1060/1061 Reading (5 hours)
A course designed for elementary and secondary school teachers who wish to acquire expertise in the area of reading instruction. The course begins with an examination of language acquisition, particularly as it relates to thinking and to the growth of literacy. Emphasis will be on assessing reading skills in the classroom, developing principles of diagnostic teaching, and investigating criteria for appropriate instructional materials. The practicum will include four weeks in remedial and developmental reading programs at the elementary and secondary levels. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Reading.
Three-session Specialist course in Reading
9061 Part I
9062 Part II
9063 Specialist

School Librarianship

1290/1291 School Librarianship (5 hours)
An introductory course for potential school librarians. The following aspects of the school library will be explored: the role of the librarian in the teaching program of the school; locating, organizing, and utilizing resources for the research, recreational, social, and personal needs of students; working cooperatively with teachers in the selection and evaluation of resources that support and enrich the learning activities of the school; organizing and conducting resource centre routines; organizing resource materials. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Librarianship.
Three-session Specialist course in Librarianship
9291 Part I
9292 Part II
9293 Specialist

1291 Junior/Intermediate
Not offered 1982-83.

Science Education

1301 Science Intermediate (2 hours)
Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment.
Prerequisites: Two university courses (6 credits) in science.

1300 Science Intermediate/Senior (5 hours)
Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning, classroom management, and practical teaching techniques. Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.
Prerequisites: Two university courses (6 credits). At least 3 of the following areas of study should be represented in these credits: botany, chemistry, physics, zoology.
One-session Honour Specialist courses:
2020 Biology Honour Specialist
2030 Chemistry Honour Specialist
2200 Physics Honour Specialist
2250 Science Honour Specialist

Senior Education

9610 Senior Education
Any two subjects from those listed under the Intermediate/Senior program (see page 10).

Spanish

1310 Spanish Intermediate/Senior (4 hours)
For course content see *French Intermediate/Senior* 1110.
Prerequisites: Two university courses (6 credits) in Spanish. Proficiency in spoken and written Spanish must be demonstrated.
One-session Honour Specialist course
2240 Spanish Honour Specialist

Special Education

1320/1321 Special Education (4 hours)
An overview of education for the learning disabled, the emotionally disturbed, the culturally different, the intellectually exceptional, and students with simply a slower rate of learning. Teaching strategies, organization, and program development in reading, language, and mathematics will be covered. Practice teaching experiences directly related to the course will be scheduled in selected vocational schools, withdrawal classes, correctional institutions, centres for the disturbed, and schools for the retarded. Preference for admission to Course 1320 will be given to applicants with experience related to special education, and/or with university course credits in abnormal psychology. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Special Education.
Three-session Specialist course in Special Education.
9321 Part I
9322 Part II
9323 Specialist

Visual Arts

1011 Visual Arts Intermediate (4 hours)
Content and methods of art education at the Intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focussing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and man-made environment. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Visual Arts.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

1010 Visual Arts Intermediate/Senior (7 hours)
Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, chiefly in Canada, with emphasis on use of local resources as the basis of study in secondary schools.
On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Visual Arts.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.
Three-session Specialist course in Visual Arts
9011 Part I
9012 Part II
9013 Specialist
One-session Honour Specialist course
2010 Visual Arts Honour Specialist

Educational Administration

3050 Administration in the Modern School (2 hours)
A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theory of organizations, and leadership styles will also be discussed.

3280 Administration of Adult Education (2 hours)
A study of the administration of adult education programs offered by public, private, and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

3040 Evaluation of Student Performance (2 hours)
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

3030 The Individual Student and the School Program (2 hours)
An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

3020 Program Organization (2 hours)
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

3060 Individual Research Project (Educational Administration) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Educational Psychology

3260 Contemporary Issues in Educational Psychology (2 hours)
A variety of educational problems will be explored in the light of contrasting psychological perspectives. Different teaching models and their demonstrated effectiveness will be compared, and students will have an opportunity to evaluate the appropriateness of various educational practices.

3070 Learning and Human Behaviour (2 hours)
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behavioural and attitude change will be examined.

3110 Teaching — an Interpersonal Process (2 hours)
The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving increased awareness of and insight into forces operating in groups, and the effect of one's own behaviour on group productivity. The course will examine the application of theory to the development of innovative classroom teaching using large and small groups.

3100 Understanding Children and Youth (2 hours)
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

3270 Individual Research Project (Educational Psychology) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

History, Philosophy, and Sociology of Education

3190 Authority and Freedom in School (2 hours)
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby illumine and confront one with the moral dimension of the school.

3130 Comparative Education (2 hours)
A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of education. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

3210 Cross-Cultural Education (2 hours)
An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles, and immigrant education. The stress will be on intercultural understanding.

3140 Developing a Personal Philosophy of Education (2 hours)
A variety of modern views on aims and methodology in education will be studied, with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

3200 The Development of Canadian Education (2 hours)
A critical overview of the main influences, problems, and changes in Canadian education, with emphasis on the development of the school system in Ontario. Some of the topics to be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; and the influence of social, economic, and political factors on education.

3160 School and Society (2 hours)
A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

3240 Individual Research Project (History, Philosophy, and Sociology of Education) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Practicum

4010 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to complete them at the end of the session.

Assignments will be made in the jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

A Practice Teaching Session

5020 Art and Interdisciplinary Studies (2 hours)
An exploration of relations between the visual arts and other disciplines in theory and in practice. Its purpose is to encourage interdisciplinary studies at all levels of the school curriculum. Seminars and workshops will involve areas of students' special interests such as humanities, languages, science and technology. Background in art is not essential.

5540 Atypical Development (2 hours)
This course will present a model for understanding the shared needs and common features of the major forms of disability: physical handicaps, mental retardation, emotional disturbance, and chronic disorders. The concepts of coping, competence, and adaptation will be employed to describe normal development, and then to explain the nature and consequences of atypicality. May not be taken in combination with *Special Education* 1320 or 1321.

5040 Children's Literature (2 hours)
An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5390 Classroom Communication (2 hours)
The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with *Learning and Human Behaviour* 3070.

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

5340 Counselling Skills for Teachers (2 hours)
Basic counselling skills for classroom teachers, to aid them in working with students on a one-to-one basis, as well as consultation skills necessary in parent interviewing. The role and function of the counsellor in the contemporary school, and such issues as career education in the classroom, referrals, and legal and ethical aspects of the counselling process will be examined. May not be taken in combination with *Guidance* 1050.

5070 Culture and Society as They Relate to the Teaching of French (2 hours)
This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.

5080 Current Health Problems in School and Society (2 hours)
A survey study of stress as experienced by the individual in school and society. Particular attention will be given to stress felt by teachers and pupils in the school situation, and to positive coping strategies. Such topics as cardiovascular disease, mental health, human sexuality, drug dependency, consumer health, and accidents will be related to the central concept of stress.

5360 Curriculum Theory and Design (2 hours)
This course is designed to meet teacher needs in handling a variety of tasks, including creating courses of study, interpreting Ministry guidelines, developing programs for special students, planning changes in a traditional school environment, and modifying a unit of study in a subject or a skills program. Not offered in 1982-83.

5530 Day Care and Nursery School Administration (2 hours)
This course is designed for students who are interested in the problems and possibilities of day care and nursery schools, such as the establishment and operation of centres, relations between centres, parents, and schools, and the effects of day care.
Not offered in 1982-83.

5090 Design Education (2 hours)
Designing as a decision-making and problem-solving process, with reference to the impact of technological developments on the environment. Through practical design problems of an interdisciplinary nature, practice in project management will be provided. Teaching units and supporting resources for classroom use will be developed. May be taken only in combination with *Industrial Arts* 1170 or 1171.

5100 Diagnosis and Remediation of Learning Difficulties in Mathematics (2 hours)
A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties,and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic. Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

5110 Drama in Elementary Education (2 hours)
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

5490 Education and the Gifted (2 hours)
Candidates will explore identification procedures, curriculum, acceleration, teaching strategies, testing, and values education for the gifted.

5120 Educational Media (2 hours)
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course. Teachers who wish to specialize in media may take the following course:
Three-session Specialist course in Media
9451 Part I
9452 Part II
9453 Specialist

5140 Environmental Studies (2 hours)
An introductory course on the teaching of basic ecological principles, and the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environmental pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems. May not be taken in combination with *Environmental Science* 1380.

5400 Explorations in Creative Learning and Teaching (2 hours)
A practical course designed to increase teachers' awareness of their potential creativity, and to develop their skills of identifying, measuring, and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities. Students will plan and field-test units designed to promote creative talents.
Not offered in 1982-83.

5450 Feature Films and TV in the Classroom (2 hours)
This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as 'text' with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.

5150 French as a Second Language (4 hours)
This course is available only to students enrolled in *Primary/Junior* 1420. French as a second language from the earliest grades of elementary school; basic principles of general and structural linguistics and their application to second language teaching; programs and procedures specific to the various age levels; testing programs. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.
Prerequisites: Two university courses (6 credits) in French and/or demonstrated ability in the language.
Three-session Specialist course in French as a Second Language
9421 Part I
9422 Part II
9423 Specialist

5151 French as a Second Language Junior (2 hours)
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in *French Intermediate* 1111. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.

5370 Game Theory and Simulation in Relation to Learning (2 hours)
An introduction to game theory and simulation as an approach to learning in geography and the social sciences. By analysing experiences with selected materials candidates should develop confidence in choosing, organizing, conducting, and creating games and/or simulations for classroom situations, and should also arrive at a clear conception of their use and significance in education.
Not offered in 1982-83.

5170 Group Theory and Group Skills in Education (2 hours)
Areas in which group dynamics can be a useful learning strategy are explored through practice in group leadership, decision making, definition of goals, and group communication. Role theory and various techniques for problem solving within groups will be studied.
Not offered in 1982-83.

5240 Language in the Schools (2 hours)
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study programs in the schools; language and thought in semantics; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom.
Not offered in 1982-83.

5520 Life Skills for the Young Child and Adolescent (2 hours)
Resources and teaching strategies related to nutrition, clothing, family and consumer interests appropriate to the needs of pupils in the primary, junior and intermediate divisions. This is an activity-related course.

5030 Methods of Child Study (2 hours)
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

5410 Multiculturalism, the School, and the Curriculum (2 hours)
An examination of ethnic pluralism and of strategies for incorporating experiences and content relating to it into the school program. Emphasis will be upon implementation as students develop curricula and skills related to their teaching subjects or program.
Not offered in 1982-83.
Teachers who wish to specialize in multiculturalism may take the following course:
Three-session Specialist course in Multiculturalism in Education.
9441 Part I
9442 Part II
9443 Specialist

5510 Music — Instrumental (4 hours)
This is a practical course, emphasizing the individual mastery of instruments and methods of class teaching. Available only to students enrolled in *Music — Vocal* 1240 or 1241. On successful completion of this course, a candidate may be recommended for an additional qualification, Part I of the three-session Specialist course in Music — Instrumental.
Three-session Specialist course in Music — Instrumental
9231 Part I
9232 Part II
9233 Specialist

5200 Outdoor Education (2 hours)
An introductory course emphasizing the use of the outdoor environment as an educational medium. The program includes lectures and seminars, with a considerable amount of time devoted to field work. Students will participate in such activities as canoeing, cross-country skiing, orienteering, and outdoor cooking. Emphasis will be on safe practices in outdoor programs. A fee of $50 will be collected on the first day of the course to defray the cost of field trips and an outdoor education weekend.

5300 Practical Skills for Constructing Teaching Aids (2 hours)
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, glass blowing, photography including film developing, woodworking, and working with plastic and sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

5260 Reading in the Secondary School (2 hours)
An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigate recent research, and plan innovative reading programs for secondary school students. May not be taken in combination with *Reading* 1060 or 1061.

5270 Recent Developments in Modern Language Teaching (2 hours)
Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

5500 Recreational Mathematics (2 hours)
The use of recreational mathematics for enrichment and motivation at the primary, junior, intermediate, and senior levels will be explored through workshops, seminars, and multimedia presentations. Emphasis will be on the development of recreationally oriented learning materials.
Not offered in 1982-83.

5430 The Resource Centre and the Elementary School Teacher (2 hours)
This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading. May not be taken in combination with *School Librarianship* 1290 or 1291.

5420 The Resource Centre and the Secondary School Teacher (2 hours)
This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading. May not be taken in combination with *School Librarianship* 1290 or 1291.

5330 Speech — Passport to Communication (2 hours)
A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.

5470 Teaching Current Events through the Media (2 hours)
A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.
Not offered in 1982-83.

5440 Teaching Social Issues (2 hours)
The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.
Not offered in 1982-83.

5060 Understanding and Personal Use of Computers (2 hours)
Designed for the individual who wishes to obtain an understanding of how computers work, where they are used, and how they relate to education. The course will be taught in a non-technical manner, and is open to all students; prior knowledge of computers is not required. Computing facilities including a microcomputer laboratory and an interactive computer system are available to students for practice and experimentation. The course will emphasize computer use in the learning process, and will include such areas as computer-assisted learning, computers in school administration, and computers for personal use, as well as potential uses of computers in the home.

5480 The Use of Graphic Illustrations in the Classroom (2 hours)
A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations; artistic abililty is not a prerequisite.
Not offered in 1982-83.

5210 Values Education (2 hours)
An examination of both traditional and contemporary approaches to the study of values. Course participants will analyse the role of values education in contemporary society, and study both explicit and implicit approaches to values education. Consideration will be given to the teaching of values within participants' various divisions and subject areas.

6010 School Law in Ontario (1 hour)
All candidates proceeding to the Bachelor of Education degree and to the Ontario Teacher's Certificate are required to take this course, which will cover a wide range of regulatory, professional, and curricular concerns that derive from the legal basis of education in Ontario. Topics will include: the Education Acts and Regulations of the Province of Ontario; the organization of provincial and local systems of education; power and duties of the various education authorities; functions and ethics of professional organizations; curriculum guidelines and curriculum development.

Programs in Technological Studies

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools. This program is also offered in two spring sessions.

Ontario Teacher's Certificate

Candidates with Canadian citizenship who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate. Candidates with permanent resident status who meet all requirements of the program may be recommended to the Ministry for a Temporary Letter of Standing valid for one year.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who, within five years subsequent to receiving this Diploma, submit proof to the Assistant Dean of Continuing Studies of having been granted an approved degree from an accredited university.

Applicants must meet the following admission requirements:

1 Grade 12 graduation, or the successful completion of courses considered by the Ministry to be its equivalent;
2 One of:
   - five years of wage-earning business or industrial experience related to an approved area of technological studies (see below), or
   - a combination of post-grade 12 education related to the relevant area or areas of technological studies, and business or industrial experience that totals five years, including at least two years of wage-earning experience in the relevant areas of technological studies, no less than sixteen months of which is continuous employment.
3 Proof of competence in one area of technological studies at both the basic and related advanced level, or in two areas of technological studies, both at the basic level.

Areas of Technological Studies

Basic Level	Advanced Level
Business	*Business*
Clerical Practice	Clerical Practice
Merchandising	Merchandising
Warehousing	Warehousing
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration, Air Conditioning, Heating	Refrigeration* Air Conditioning* Heating, Ventilation
Trowel Trades	Plaster Concrete Masonry
Woodwork	Carpentry Cabinet Making
Electrical	*Electrical*
Electricity	Electricity — Installation & Maintenance* Electrical Theory & Test †
Electronics	Electronics — Computer † Electronics — General †
Food Services	*Food Services*
Food Services	Baking Food Services Commercial Food Services Domestic Food Services†

(continued overleaf)

Spring Program

Basic Level	Advanced Level
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Arts
Horticulture	*Horticulture*
Horticulture - General	Horticulture - General†
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop
Power Transmission & Control	Industrial Physics†
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Industrial Arts	Industrial Arts
Project Design	Project Design
Music	*Music*
Music	Music - Instrumental
	Music - Vocal
Natural Resources	*Natural Resources*
Natural Resources Management	Natural Resources Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
	Barbering*
Home & Family Care	Home & Family Care†
Hospital Services	Hospital Services†
Textiles	*Textiles*
Textile Maintenance (Dry-cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

*Requires Ministry of Colleges and Universities Certification of Qualification.

†Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.

The one-year program offered in the fall and winter terms may also be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate *or*, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 44-45.

Application Procedure

Full application instructions with details on admission may be obtained from the Chairman of the Department of Technical and Industrial Arts. Completed applications should be received by the Department not later than August 14, accompanied by:

- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name

Technical Proficiency Examinations

Candidates will be required to pass both the theory and practical examinations designed to test their attainments as skilled workers in the subjects concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

Program of Studies

The Program has five components:
- Teaching Options
- Foundations
- Complementary Studies
- School Law in Ontario
- Practice Teaching

Details of Courses

In each case, the numeral in brackets indicates the number of lecture hours per week.

Teaching Options

1010 Principles and Methods of Teaching Technological Studies (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

1030 Teaching a Related Subject in Technological Studies (3 hours)
An introduction to the cognitive and psychomotor skills necessary to teach a second technological studies subject safely and effectively through the basic level. Practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies.

5020 Special Education in Technological Studies (4 hours)
An overview of education for the learning disabled, the emotionally disturbed, the culturally deprived, the intellectually exceptional, and the slower learner. Teaching strategies, organization, and program development in technological studies will be covered. Practice teaching experiences directly related to the course will be scheduled in selected schools. On successful completion of this course, a candidate may be recommended for an additional qualification, Part I of the three-session Specialist course in Special Education.

Foundations

3030 Curriculum Development for Technological Studies (2 hours)
A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

3050 Psychology Applied to Teaching Technological Studies (2 hours)
An introductory course designed for teachers of technological studies, with special reference to the application of educational psychology in the classroom. Areas explored include development and adjustment, motivation, intelligence and its

measurement, and the learning process, with stress on motor learning. Theoretical approaches are examined in terms of their practical applications.

3070 History and Philosophy of Technological Studies (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by such thinkers as Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, and Whitehead. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Complementary Studies

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

School Law in Ontario

6010 School Law in Ontario (1 hour)
All candidates proceeding to the Ontario Teacher's Certificate are required to take this course, which will cover a wide range of regulatory, professional, and curricular concerns that derive from the legal basis of education in Ontario. Topics will include: the Education Acts and Regulations of the Province of Ontario; the organization of provincial and local systems of education; powers and duties of the various education authorities; functions and ethics of professional organizations; curriculum guidelines and curriculum development.

Practice Teaching

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to make them up at the end of the session.

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.)

1 Basic Level

a For applicants with O.T.C. qualifications in technological studies, who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.
b For applicants who have the O.T.C. without qualifications in technological studies, but with at least 24 months of wage-earning experience related to an approved area of technological studies.*

2 Advanced Level

For applicants with O.T.C. qualifications in technological studies, and evidence of at least 12 months of business or industrial experience in the area for which the additional qualification is sought.

3 Honour Specialist

For applicants with O.T.C. qualifications in technological studies, who have:
a qualifications in at least three areas, one of which must be at both the basic and advanced levels;
b two years of successful teaching experience in technological studies in Ontario;
c one year's full-time post-secondary education or equivalent.

Applications for summer programs must be received not later than June 4 by:
Student Services
Continuing Education
Faculty of Education

*Candidates must pass written and practical examinations to test their skills in the subjects concerned.

Institute of Child Study

Inquiries concerning courses at the Institute of Child Study should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto M5R 2X2.

The Institute of Child Study is a centre of professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 110 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study — the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953, the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971, the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

Programs Leading to the Diploma in Child Study

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Early Childhood Education.

Child Assessment and Counselling

Two-Year Program
Candidates must successfully complete eleven full courses, including all required courses. Program requirements may be modified for students with prior professional training and experience.

Early Childhood Education

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Parts I and II of the Specialist Certificate in Primary Education must pass course 6010 *School Law in Ontario.*

One-Year Program
Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years' successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist Certificate.

Part-Time Program
The one-year program is also offered to qualified candidates on a part-time basis. This program can normally be completed over a period of two winters and one summer. For details see the F.E.U.T. Office of Continuing Education *Prospectus.*

Academic Requirement for Admission

An approved degree with at least a *B* standing from an accredited degree-granting institution.

Application Procedure

Applications, on forms obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits

Conditions for Final Standing

To be recommended for the Diploma in Child Study, a candidate must attain at least:
- a Credit [*CR*] in each practicum course
- an overall *B* average for all other courses with a minimum of a *D* grade in any one course.

To be recommended for the Ontario Teacher's Certificate, a candidate in Early Childhood Education must attain, in addition to the Diploma requirements, at least a Pass grade in the compulsory course *School Law in Ontario.*

Grades in practicum courses will be recorded as Credit *(CR)*/No Credit *(NCR).*

Grades in all other courses will be recorded in the grade scale of *A,B,C,D,FX.*

The relationship of the grade, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Teaching Options and Foundation Courses

Letter Grade Scale	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	80 - 100	*87*
B	*Good*	70 - 79	*75*
C	*Adequate*	60 - 69	*65*
D	*Marginal*	50 - 59	*55*
FX	*Inadequate*	0 - 49	*25*

Fees (See page 47)

Early Childhood Education

Grade Scale for Complementary Studies and School Law

Grade	*Letter Grade*	*Grade Meaning*
Honours	*(H)*	*Outstanding*
Pass	*(P)*	*Satisfactory*
Fail	*(FL)*	*Unsatisfactory*

Grade Scale for Practicum

Grade	*Letter Grade*	*Grade Meaning*
Credit	*(CR)*	*Pass*
No Credit	*(NCR)*	*Fail*

On successful completion of this program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. (See page 19). Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three- and four-year olds in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year

2120 Introduction to Early Childhood Education
2121 Observation and Assessment of Young Children
2122 Curriculum Design and Implementation Part I
2124 Teaching Practicum
One elective see below

Second Year

1003 Socialization, Social Development, and Family Life
2223 Curriculum Design and Implementation Part II
2230 Programming for Young Children
2231 Advanced Teaching Practicum
One elective see below

Electives

1002 Child Development
1004 Prenatal and Infant Development
1011 Exceptional Children
4060 Seminar and Practicum in Infant Care (second year only)
4062 Independent Study
A Complementary Studies course from the B.Ed. program (see pages 25-29)

NOTE: All students proceeding to the Ontario Teacher's Certificate must also take the following course in either first or second year: 6010 *School Law in Ontario.*

Child Assessment and Counselling

Details of Courses

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. A placement of two days per week in a school or clinical setting is required in the second year to permit the practice of the theories and techniques studied.

First Year

1002 Child Development
3140 Assessment of Children's Intellectual Functioning
3141 Assessment of Children's Emotional Functioning (half course)
3142 The Child in Educational Settings
3143 Family Dynamics
3144 Introduction to Facilitative Interviewing (half course)
One elective see below

Second Year

3250 Principles of Child Management (half course)
3251 Selected Topics in Clinical Practice
3252 Counselling Individuals and Families (half course)
3253 Theories of Counselling (half course)
3255 Seminar and Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
One elective see below

Electives

1004 Prenatal and Infant Development
1006 Theories of Human Development
1011 Exceptional Children
4061 Seminar and Practicum in Infant Assessment (second year only)
4062 Independent Study

1002 Child Development
An overview of child development, what influences it, and the changes that take place. A brief review of research techniques and statistics will be provided. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

1003 Socialization, Social Development, and Family Life
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

1004 Prenatal and Infant Development
An examination of conditions during the prenatal and infant period of development that will have an impact on later behaviour. Normal development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored. Students will observe infants in various settings, including the Institute's Parent-Infant Centre.

1011 Exceptional Children
A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

2120 Introduction to Early Childhood Education
An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

2121 Observation and Assessment of Young Children
A course designed to help students gain competence in observing, recording, and assessing children's behaviour and development in diverse educational settings. Students will plan learning experiences for children based on these observations and assessments.

2122 Curriculum Design and Implementation, Part I
A study of educational techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children from ages three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

2124 Teaching Practicum
Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement after the end of academic classes.

2223 Curriculum Design and Implementation, Part II
A study of educational techniques, and the role of the teacher in designing, evaluating and implementing curricula for children from ages three to twelve in the areas of the Arts (visual arts, music, physical education, and drama), and Environmental Studies.

2230 Programming for Young Children
A course designed to familiarize students with various approaches to early childhood education, their underlying philosophies and assumptions. The implications of these approaches for programming will be studied.

2231 Advanced Teaching Practicum
An opportunity to design and implement a program for children aged three to five who are attending the Institute's laboratory school. Students will also develop skills in assessing and reporting children's progress, and in interacting with parents. Further practice will be provided in kindergarten, primary, and special education settings in either public or separate schools.

3140 Assessment of Children's Intellectual Functioning
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

3141 Assessment of Children's Emotional Functioning (half course)
An introduction to theories and methods of assessing emotional functioning. Clear and effective report writing is emphasized.

3142 The Child in Educational Settings
An opportunity, in seminars and practicum, for students to learn to understand and interact effectively with children and teachers in the learning-teaching process. Emphasis will be on achieving competence in communication, observation, developmental assessment, and report-writing skills. Each student will spend time in two different educational settings, including the Institute's laboratory school.

3143 Family Dynamics
A study of approaches to family structure, functions, and values as articulated by various theorists. Different approaches to parent education, and their implications for child rearing will be examined. Students will participate in class discussions on family values and dynamics, and will conduct a structured interview with a family.

3144 Introduction to Facilitative Interviewing (half course)
An introduction to basic concepts of interpersonal theory. Through the use of video- and audio-taped interviews, students will become aware of attitudes and actions that may help or hinder them in relating to people seeking assistance with personal problems.

3250 Principles of Child Management (half course)
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

3251 Selected Topics in Clinical Practice
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics include: values in counselling; the ethics of therapy; meaning and use of defence mechanisms; dreams in Freudian, Jungian, and Gestalt theory; adolescence; addictions.

3252 Counselling Individuals and Families (half course)
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

3253 Theories of Counselling (half course)
An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of a selected group of theorists will be presented in lectures followed by demonstration films and discussion.

3255 Seminar and Practicum in Assessment and Counselling
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 Rorschach Analysis (half course)
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

4060 Seminar and Practicum in Infant Care
An exploration of recent research that has implications for infant care. An eight-week practicum over the two-year period gives opportunities for students to become familiar with infant care programs. Knowledge of infant development is used to assess programs in day care and in homes. An infant stimulation program will be developed by students, and mental health studied and assessed by use of the Flint Infant Security Scale. Practicum will be arranged in the Institute's Parent-Infant Centre.
Prerequisite: Course 1004 or equivalent.
Students planning to take this course should arrange for one placement in an infant care setting in their first year.

4061 Seminar and Practicum in Infant Assessment
A course designed to acquaint students with recent research and theory on infancy. Some knowledge of infant behaviour is gained through limited participation in day care or in the Institute's Parent-Infant Centre. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will learn to use one standard developmental test, as well as the Flint Infant Security Scale. An infant stimulation program will be developed by students, and ways of promoting the mental health and learning of infants will be discussed.
Prerequisite: Course 1004 or equivalent.

4062 Independent Study
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Continuing Education and Graduate Studies

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, one-session, three-session specialist, and honour specialist courses. These courses are offered in the summer session and winter evening session.

One-session Divisional
These courses are offered to holders of an approved university degree and the Ontario Teacher's Certificate, who wish to acquire qualifications in an additional area:
- Primary
- Junior
- Intermediate
- Senior

One-session Technological Studies-Basic Level
These courses at the basic level are offered to holders of the Ontario Teacher's Certificate with qualifications in technological studies or with the requisite amount of work experience.

One-session
These courses are offered to holders of the Ontario Teacher's Certificate who wish to acquire qualifications in the following areas:
- Associate Teacher
- Childhood Education
- Law

Three-session Specialist
These courses are offered to holders of the Ontario Teacher's Certificate. In the case of Primary, Junior, and Intermediate Education, applicants must also hold the basic qualifications for the division concerned.
- Business Education
- Dramatic Arts
- English as a Second Language
- Environmental Science
- French as a Second Language
- Guidance
- Home Economics
- Industrial Arts
- Intermediate Education
- Junior Education
- Librarianship
- Media
- Multiculturalism in Education
- Music — Instrumental
- Music — Vocal (P/J)
- Music — Vocal (I/S)
- Physical and Health Education (P/J)
- Physical and Health Education (I/S)
- Primary Education
- Reading
- Special Education
- Visual Arts

One-session Honour Specialist
These courses are offered to holders of the Ontario Teacher's Certificate, who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the honour specialist qualification.

Biology
Chemistry
Computer Science
Dramatic Arts
Economics
English
Environmental Science
French
Geography
Geology
German
History
Home Economics
Italian
Man in Society
Mathematics
Music
Physical and Health Education
Physics
Political Science
Science
Spanish
Visual Arts

NOTE: There are prerequisites for admission to the one-session divisional, one-session Technological Studies — Basic, three-session specialist, and honour specialist courses. For information on prerequisites in specific programs, see Details of Courses (pages 12-29) and also the Faculty of Education's Office of Continuing Education Prospectus for 1982-83.

Information and application forms are available from:

Student Services
Continuing Education
Faculty of Education
(978-2316)

July 5 — July 30

Additional Basic Qualifications

One-session
Primary Division
Junior Division
Intermediate Division
Business Education, Dramatic Arts, English, French, Geography, History, Home Economics, Mathematics, Music: Vocal, Physical Education, Science.
Senior Division:
Business Education, Computer Science, Dramatic Arts, English, French, Geography, History, Home Economics, Man in Society, Mathematics, Music: Vocal, Physical Education, Science, Visual Arts
Technological Studies
Intermediate/Senior

Additional Qualifications

One-session Honour Specialist
Biology, Chemistry, Computer Science, Dramatic Arts, Economics, English, Environmental Science, French, Geography, Geology, German, History, Home Economics, Italian, Man in Society, Mathematics, Music, Physical and Health Education, Physics, Political Science, Science, Spanish, Technological Studies, Visual Arts.

One-session

Law.

Summer Session, 1982

Three-Session Specialist

Business Education:
- Accountancy
- Data Processing
- Marketing/Merchandising
- Secretarial

Dramatic Arts
English as a Second Language
Environmental Science
French as a Second Language
Guidance
Home Economics
Industrial Arts
Librarianship
Media
Music:
- Vocal, Primary/Junior
- Vocal, Intermediate/Senior
- Instrumental

Physical and Health Education:
- Primary/Junior
- Intermediate/Senior

Primary Education
Reading
Special Education
Visual Arts

Winter Evening Session 1982-83

One-session

Associate Teacher

One-session Divisional

Physical and Health Education, Intermediate
Physical and Health Education, Senior
Technological Studies

Three-session Specialist

Computers in the Classroom	Part I
Dramatic Arts	Parts I, II
English as a Second Language/Dialect	Parts I, II, III
Environmental Science	Part I
French as a Second Language	Parts I, II, III
Guidance	Parts I, II
Industrial Arts	Parts I, II
Junior Education	Parts I, II, III
Librarianship	Parts I, II
Media	Parts I, II
Music – Instrumental	Parts I, II
Music – Vocal P/J	Parts I, II
Physical and Health Education P/J	Parts I, II, III
Physical and Health Education I/S	Parts I, II, III
Primary Education	Parts I, II, III
Reading	Parts I, II, III
Special Education	Parts I, II, III
Visual Arts	Parts I, II

One-session Honour Specialist

Mathematics, Physical and Health Education

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program which integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching and learning at an advanced level. This is a cooperative program designed jointly by departments in the Faculty of Arts and Science and the Faculty of Education as well as other divisions of the University. Specializations are currently available in English, Geography, Mathematics, Physics, and School Librarianship.

Admission Requirements

Applicants for admission to the Master of Arts/Science in Teaching Program will be required to have a four-year University of Toronto bachelor's degree with at least a *B* standing in the final year, or its equivalent from this or another approved university (participating departments may require higher academic admission standards), and at least three years of successful professional experience in education.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows:

- two integrated courses;
- one special course in educational aspects of the core discipline; and
- one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time study basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Admission to the program will be on the recommendation of the department of specialization. Students enrolled in the program must be registered in the department of their specialization.

Application and Inquiries

Application forms may be obtained from the School of Graduate Studies, 63 St George Street, Toronto M5S 2E6.

Information about the program may be obtained from the Chairman, Master of Arts/Science in Teaching Program, Faculty of Education (978-5261).

Bachelor of Education Degree Program

Bachelor of Education Degree Program by Part-Time Study

The Faculty of Education offers to holders of the Ontario Teacher's Certificate a program leading to the Bachelor of Education degree. This will consist of four courses in the current one-year Bachelor of Education degree program, drawn from the offerings under Foundations and Complementary Studies.

Admission Requirements

- an approved degree from an accredited university
- an Ontario Teacher's Certificate

Inquiry and Application

Information and application forms are available from the Office of Continuing Education and Graduate Studies, Faculty of Education (978-5261).

Faculty and University Information

Attendance

Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registration cancelled at any time by the Council.

Grading Practices

During the first week of each course, instructors will inform the class, both orally and in writing, of their evaluation procedures, and will provide:

- a list of all assignments, with their due dates;
- the weighting factor or percentage allotment for each course requirement;
- a statement on the procedure used to determine final grades;
- a description of the format and nature of the final examination (where applicable).

After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of a majority of the students enrolled in the course, and the approval of the Dean's Committee on Grading Practices.

Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students, with time for its discussion.

Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

All final course grades submitted by instructors will be reviewed by a Dean's committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

Conditions for Final Standing

Candidates will be evaluated on all five parts of the program: Teaching Options, Foundations, Practice Teaching, Complementary Studies, and the compulsory course, *School Law in Ontario.*

Grades in the Teaching Options and Foundations will be reported in the grade scale of *A, B, C, D, FX.* Grades in the Complementary Studies course and in *School Law in Ontario* will be reported in the grade scale of Honours/Pass/Fail *(H/P/FL).* Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. A final Pass grade will be recorded on transcripts as a Credit *(CR)* and a final Fail grade as a No Credit *(NCR).*
The relationship of the grade, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Teaching Options and Foundation Courses

Letter Grade Scale	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	*80 – 100*	*87*
B	*Good*	*70 – 79*	*75*
C	*Adequate*	*60 – 69*	*65*
D	*Marginal*	*50 – 59*	*55*
FX	*Inadequate*	*0 – 49*	*25*

Grade Scale for Complementary Studies and School Law

Grade	*Letter Grade*	*Grade Meaning*
Honours	*(H)*	*Outstanding*
Pass	*(P)*	*Satisfactory*
Fail	*(FL)*	*Unsatisfactory*

Grade Scale for Teaching

Grade	*Letter Grade*	*Grade Meaning*
Credit	*(CR)*	*Pass*
No Credit	*(NCR)*	*Fail*

To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must attain:

1 a minimum of *C* average in each of the following parts of the program:
   - *Teaching Options**
   - *Foundations*

2 a minimum of *D* grade in each course in:
   – *Teaching Options*
   – *Foundations*

3 an Honours or Pass grade in:
   – *the Complimentary Studies course*
   – *School Law in Ontario*

4 a Credit *(CR)* in:
   – *Practice Teaching*†

* The average in Teaching options for Junior/ Intermediate candidates will be determined by assigning to the Junior course twice the weight of an Intermediate course.

†To be recommended for the Bachelor of Education degree or the Diploma in Technical Education, a candidate must receive a Pass in all four sessions of practice teaching. Currently practice teaching in the Faculty consists of four sessions of eleven days each. A candidate who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching after the completion of the academic year, subject to review and approval by the Practice Teaching Department. This opportunity will be given only once. A candidate who receives a Fail in more that one session of practice teaching will receive a final grade of *NCR* (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario Teacher's Certificate. Such a candidate will not be given the opportunity to do any supplementary practice teaching to raise the grade.

Supplemental Privileges

A candidate may be granted supplemental privileges in a course in which an *FX* or *FL* has been received. This privilege is limited to a maximum of two courses, of which only one may be a Teaching Option.

A candidate who receives a *D* grade in a Teaching Option or Foundations course may be granted supplemental privileges in that course if the *D* grade has reduced the average in that part to less than *C*.

There are no supplemental privileges for the Practice Teaching part of the program.

Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

A candidate granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

1 by taking an examination during August,
2 by otherwise satisfying the requirement of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree and the Ontario Teacher's Certificate.

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Appeals

There is a five-stage appeals procedure. In the first instance, the appeal should be made to the instructor concerned. If this fails to satisfy, successive appeals may be made, until the problem is resolved, to the following:

– the department chairperson
– the Appeals Committee of the Faculty Council
– the Divisional Committee of the Faculty
– the Academic Appeals Board

An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than six months after the decision from which the appeal is being taken has been communicated in writing to the appellant.

At the first three levels, appeals must be initiated within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may be obtained from the Registrar's office.

Results Withheld

Students who have not paid their fees or residence dues in full or who have outstanding library dues or bookstore accounts at the end of the session will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their diplomas or recommendations for any Ministry of Education teaching certificates until payment is made.

Transcripts

Transcripts of academic record can be obtained from the Faculty Registrar's Office on payment of a fee.

Withdrawal

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed 'Withdrawal from the University' form is submitted to the Registrar

before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Access to Student Academic Records

In accordance with the *Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto,* students may obtain access to their academic records upon written request to the Registrar of the Faculty. The full text of this Policy is available in the Registrar's office.

1 *Access by a student*

i A student may examine and have copies made of his/her academic record, with the exception of that portion of the record which deals with his/her application for admission to the academic division concerned.

ii A student's request to examine any part of his/her official student record shall be made in writing and shall be complied with by the responsible authorities within 30 days of receipt of the request.

iii A student has the right to challenge the accuracy of his/her academic record, with the exception of the material specifically excluded in *i* above, and to have his/her official student academic records supplemented with comments, so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments would not necessarily appear on official academic reports such as the transcript or the grade report.

2 *Access by University staff*

Members of the teaching and administrative staff of the University shall have access to relevant portions of a student's academic records in the performance of their duties.

3 *Access by U. of T. student organizations*

Student organizations in the U. of T. may have access to all information available freely to persons outside the University (see below), and to the residence address and phone number of the student.

4 *Access by others*

i By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all inquirers:

The academic division(s) and the session(s) in which a student is or has been registered

convocation.

ii Any other information contained in the academic record of a student may be released to other persons and agencies only with the student's prior expressed written consent, or on presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, or otherwise under compulsion of law. A record shall be kept of permissions granted to any persons or agencies outside the University for access to a student's academic record.

iii General statistical material drawn from academic records not disclosing the identities of students may be released for research and informational purposes by the academic division maintaining these records.

5 *Custody of student academic records*

Academic records are normally under the custodial responsibility of the academic divisions. Fifty years after a student has ceased to be registered, all records that have been retained by any division or office of the University become the responsibility of the University Archivist, and become open to researchers authorized by the U. of T.

University Discipline

1 *Academic*

The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, the evaluation of a student's work by irrelevant criteria, etc. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Affairs Committee of the Governing Council.

2 *Discipline in non-academic matters*

The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern to the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time		New Visa Students
Academic fee	$1050.00	$4400.00
Campus services	104.50	104.50
Student society fees	34.75	34.75
Total fee payable	1189.25	4539.25
First instalment due Sept. 7*	769.00	2779.00

*A $50 deposit must be paid by applicants before final confirmation of admission, and will be deducted from the total fee, or first instalment.

Technological Studies Spring Session (May - August)		New Visa Students
Academic fee	$525.00	$2200.00
Incidental fees	20.00	20.00
Total fee payable, due May 2	545.00	2220.00

NOTES:

1 At least the first instalment of fees must be paid before a student card will be issued.

2 Commencing September 20 all outstanding balances, regardless of source of payment, are subject to a service charge of 1½% per month compounded on the 15th of each month beginning in October, until the account is paid in full.

3 A special fee of $45 will be collected on the first day of the course *Outdoor Education* 5200, to defray the cost of field trips and an outdoor education weekend.

4 Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Supplemental Examinations	
For each supplemental examination in any course	$20.00

Part-time Students		New Visa Students
Academic fee, full course	$210.00	$880.00
Regular session incidental fees (B.Ed. only)	20.00	20.00

Ontario Student Assistance Program

The components of the Ontario Student Assistance Program are as follows:

The Ontario Study Grant Plan
Non-repayable grant assistance to students from less affluent families, normally for their first four years of post-secondary education.

The Canada Student Loans Plan
Need-tested loan assistance up to and including the doctoral level of study.

The Ontario Student Loans Plan
Need-tested loan assistance available to students to supplement the Canada Student Loans Plan.

The Ontario Special Bursary Plan
Grant assistance for particularly needy part-time students. There will continue to be an upper limit on the number of courses that a student can take (three university courses or their equivalent), and students will not be able to receive financial assistance from both this program and the Ontario Study Grant Plan at the same time.

All students who are attending the University of Toronto may qualify for aid under one or more of these plans, provided they satisfy the residency requirements as outlined in the Ontario Student Assistance brochure, and demonstrate financial need. Students wishing to apply under the Ontario Student Loans Plan can do so on the same application form. Students intending to apply under the Ontario Special Bursary Plan should contact the Office of Student Awards directly at 978-2204 to arrange a personal interview.

Application forms and brochures for the above assistance plans can be obtained from the Office of Student Awards, University of Toronto, Room 107, Simcoe Hall, Toronto M5S 1A1 or from the Office of the Registrar, Faculty of Education.

Bursaries for Second-Language Teachers
Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary
The Council of the Faculty of Education offers bursaries with a maximum value of $500 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The Bursary is intended to supplement the student's own resources, including government assistance.

R.D. Phillips Memorial Loan Fund
This loan fund was established by contributions made by Technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R.D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department, who demonstrate financial need. Applications should be made to the Chairman of the Department.

University of Toronto Alumni Association Loan Fund
Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 47 Willcocks Street, Toronto M5S 1A1 (978-2366).

Awards and Honours

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. Each will receive a bronze sculpture of a young person gazing in wonder at an object — a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character.'

Award for Outstanding Contribution to the Life of the Faculty

The students and staff of the Faculty of Education annually recognize a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty. The award is made in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973-74. For it, the same sculpture as that for the Awards of Honour will be presented.

Dean's Honour List

Recognition is given annually to those graduates who have attained an *A* in each Teaching Option and Foundations course, Honours in Complementary Studies and *School Law in Ontario* and Credit in Practice Teaching.

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

International Business Machines Canada Limited Scholarship

International Business Machines (IBM) Canada Limited has established a scholarship in the total amount of $300 to be awarded annually to one or more students on the basis of participation and achievement in the Computer Science course. Applications not required.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the Institute of Child Study. A total of $1000 to be awarded annually to one or two candidates for the Diploma in Child Study, on the basis of scholastic attainment; financial need may be a consideration. Selection to be made by the Awards Committee of the Institute of Child Study. Applications not required.

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $2000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Memorial Award

Offered by Mrs. M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. This award is intended to recognize annually a student enrolled in the Guidance course in the one-year Bachelor of Education program, and is based on scholarship, teaching ability, and potential contribution to the development of guidance and counselling. The recipient of the award (value $400) must satisfy the Dean and the Chairman that the funds will be devoted to furthering his or her education in this field by travel, study, or research.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R.D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of this Department. It is awarded annually to the student in the Technological Studies Program who achieves the highest academic average.

The A.P. Seggie Memorial Award

The Ontario Business Education Association each year honours the most outstanding candidate in Business Education. The plaque awarded is a memorial to Professor Alexander P. Seggie who was the Director of the Business Education Department prior to his retirement in 1974. Applications are not required.

Don Wright Scholarship in Vocal Music

The Don Wright Charitable Foundation has established a scholarship in the amount of $500 to be awarded annually to a student enrolled in music who has a strong interest in developing young voices in the grades of the junior and intermediate divisions.

The Award of Honour

Faculty Facilities

Facilities include a library, laboratories, gymnasia, an educational media centre with a television studio, a theatre studio, and a computer centre.

The Library houses a collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. Its collection of mounted pictures, filmstrips, slides, recordings, and kits is available to students for use both at the Faculty and in their practice teaching assignments. Facilities for previewing audiovisual aids are provided.

The Faculty's Health Centre, with a registered nurse in charge, offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

A speech consultant offers weekly classes in developing projection and variety of the voice. Students unable to attend these classes because of timetable conflicts may arrange for individual consultations.

Faculty of Education Student Union

The Student Union is concerned with all matters pertaining to students of the Faculty. It organizes extracurricular activities for the students, and acts on their behalf in any matter that may arise relating to the Faculty program. To provide continuity of organization in student affairs, it maintains a year-round office at 703 Spadina Avenue.

Through this government, all students have voting members on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

Guidance Centre

The Guidance Centre publishes and distributes standardized tests, books, and periodicals related to general education, occupational information monographs, and other educational materials for teachers and guidance counsellors.

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study,and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Welcome to University of Toronto.* This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsman, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service: Lists of rooms, apartments, and houses for immediate occupancy are displayed in the Housing Service offices. Information on and applications for unfurnished apartments at 30 and 35 Charles St., designed to accommodate married students, may be obtained from the Housing Service, 49 St. George St., Toronto M5S 1A1.

Other accommodation: Tartu College, a private student residence, offers accommodation for single students. Inquiries should be addressed to Tartu College, 310 Bloor St. West, Toronto M5S 1W4 (925-9405).
Campus Co-operative Residence, Inc. offers accommodation for graduate and undergraduate students. Address inquiries to 395 Huron St., Toronto M5S 2G5 (979-2161).

Career Counselling and Placement: The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

Faculty of Education Staff 1981-82

Dean
J.W. MacDonald, M.A., ED.D.

Vice-Dean
W.G. London, B.A. ED.M.

Assistant Deans
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Early Childhood and Elementary Education*
J.W. Greig, B.A., M.ED., ED.D. *Continuing Education and Graduate Studies*

Registrar
L.J. La Fave, B.ED., M.B.A.

Admissions and Universities Liaison Officer
G.A. Whyte, B.A., B.J.

Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
H.O. Barrett, C.D., B.A., D.PAED., F.O.T.F.
W.B. MacLean, M.A.
J.M. Paton, M.A., D.PAED., F.C.C.T.
A.F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
P.H. Taçon, M.A., B.PAED.
G.E. Tait, B.A., B.PAED., ED.D.

Art Education
J.A.M. Emerson, M.A. *Associate Professor*

Business Education
B.E. Conchie, B.A. *Associate Professor*
G.A. Reid, B.COM., B.ED., M.A., F.C.C.T. *Professor*
R.B. Wilson, B.COM., M.S.T. *Associate Professor*

Computer Studies
L.J. La Fave, B.ED., M.B.A. *Professor*
D.W. Garth, B.COM. *Associate Professor*
G.D. Milbrandt, B.S.ED., M.ED. *Associate Professor*

Continuing Education and Graduate Studies
J.W. Greig, B.A., M.ED., ED.D. *Professor*
R.J. McMaster, B.A., B.ED. *Professor*
D.I. Galbraith, B.SC., M.ED. *Associate Professor*
H.A. Yeager, B.H.SC., M.ED. *Associate Professor*
C.J. Lundy, B.A. *Assistant Professor*

Counsellor Education
C.L. Bedal, B.A., M.ED. *Professor*
B.R. Eardley, B.S., M.ED. *Associate Professor*
P.A. Manuel, B.A., M.ED. *Associate Professor*

Dramatic Arts
D.W. Booth, B.A., M.ED. *Associate Professor*
C.J. Lundy, B.A. *Assistant Professor*

Educational Administration
J.D. Wood, M.A., PH.D., A.R.C.T. *Associate Professor*
V.K. Gilbert, B.SC., M.ED., PH.D. *Professor*
M.F. Grapko, M.A., PH.D. *Professor*
A.T. Sheehan, M.ED., PH.D., F.C.C.T. *Professor*
R.A. Martin, B.A.SC., M.ED., PH.D. *Associate Professor*
E.A. Rix, A.MUS.B., M.ED., PH.D. *Assistant Professor*
D.R. Fleming, B.A., M.ED., D.ED., *Tutor*

Educational Psychology
D.S.J. Shackel, M.A., PH.D. *Associate Professor*
R.W. Dent, M.A., PH.D. *Professor*
S.L. Kong, B.A., M.ED., PH.D. *Professor*
C.C. Brodeur, M.A., M.A. (PHIL.) PH.D. *Associate Professor*
A.B. Durell, M.A., PH.D. *Associate Professor*
R. Pike, B.S.W., M.A., PH.D. *Associate Professor*
C. Tan -Willman, B.S.E., M.A., PH.D. *Associate Professor*

Elementary Education
G.W. Hunt, B.A., M.ED., ED.D. *Associate Professor*
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Professor*

English
R.T. Shephard, B.A., M.ED., ED.D. *Professor*
J.L. Aitken, M.A., PH.D. *Professor*
A.C. Coman, M.A. (Edin.), M.A. *Professor*
R.S. Harris, PH.D. *Professor*
R.J. McMaster, B.A., B.ED. *Professor*
J.H. Stevens, M.A. *Professor*
A.A. Bowers, B.A., M.ED. *Associate Professor*
J. Laird, B.A. *Associate Professor*
H. Stollery, B.A. *Tutor*

Geography
U.Elliott, M.A. *Professor*
R.P. Baine, M.A. *Professor*
W.E. Sager, C.D., B.A. *Professor*

Guidance Centre
S.J. Totton, B.A. *Manager*

History, Economics, Political Science, Psychology and Sociology
L.R. Hill, M.A. *Associate Professor*
J.C. Ricker, M.A. *Professor*
G. Smith, M.A. *Professor*
R.W.P. Bowles, B.A. *Associate Professor*
J.D. Thexton, M.A., PH.D. *Associate Professor*
G.Regan, PH.D., M.B.A. *Tutor*

History, Philosophy, and Sociology of Education
L.J. Stott, B.ED., PH.D. *Professor*
G.W. Bancroft, B.A., M.ED., PH.D. *Professor*
G.H. Boyes, M.A. *Professor*
K.A. McLeod, B.A., M.ED., PH.D. *Professor*
T.W. Goodenough, M.A. *Associate Professor*
S.T. Rusak, B.A., M.ED., PH.D. *Associate Professor*
V. Masemann, B.A., M.A., PH.D. *Assistant Professor*

Home Economics
A.M. Warner, B.A., M.S. *Associate Professor*
H.A. Yeager, B.H.SC., M.ED. *Associate Professor*
M. Villers, B.A., M.A. *Assistant Professor*

Institute of Child Study
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Professor*
B. Flint, DIP.C.S., M.A. *Professor*
R.J. Volpe, M.A., PH.D. *Professor*
A.J. Biemiller, M.S., PH.D. *Associate Professor*
J.P. Klein, M.A., PH.D. *Associate Professor*
D. Levinson, M.A., PH.D. *Associate Professor*
A. Schermann, M.SC. *Associate Professor.*
J. Hardacre, B.A., DIP.C.S., M.ED. *Tutor*
M.A. Penner, B.A., DIP.C.S., M.ED. *Tutor*
H. Stollery, B.A. *Tutor*
D.M. Graham, M.A., PH.D. *Assistant Professor (part-time)*
P. Karal, M.A., PH.D. *Lecturer (part-time)*

Institute of Child Study Laboratory School
A.C. Cassidy, B.A., DIP.C.S.
R.L. Ethier, B.A., M.ED.
T. Hansson, B.A.*
E.A. Hunter
M.A. Jaffary, B.A., DIP.C.S.
B.J. Robertson, B.A., M.ED.*
A.E. Tough, B.A., M.A.
D.L. Wicks, B.A., M.ED.
S.A. Woodcock*
**Seconded from Toronto Board of Education*

Library
M.C. Shortt, M.A., M.L.S. *Chief Librarian*
J.M. Clement, B.A., M.L.S. *Librarian*
D.C. George, B.A., B.L.S. *Librarian*

Mathematics
H.L. Ridge, B.SC., M.A., PH.D. *Professor*
D.W. Alexander, B.A., M.SC., ED.D. *Professor*
F. Ebos, M.SC. *Professor*
D.L. Fraser, B.SC., B.ED., M.A. *Associate Professor*
S.K. Harburn, B.SC., M.ED., *Associate Professor*

Modern and Classical Languages
H. Hainsworth, M.A. *Associate Professor*
R.R. Roy, B.PHIL., M.A., *Associate Professor*
C.R. Theodore, M.A. *Associate Professor*
R. Hrubi, DIP. PROF. FR. I'ET. *Senior Tutor*

Music
N. Kuzmich, MUS. BAC., MA *Professor*
C.A. Hennessy, B.A., M.ED. *Tutor*

Physical and Health Education
F.J.M. Collard, B.P.H.E., B.A., M.SC. *Associate Professor*
J.R. Life, B.P.H.E., M.ED. *Professor*
D.F. Fawcett, B.P.H.E., M.A. *Associate Professor*
P.B. Robertson, B.P.H.E., B.A., M.ED. *Associate Professor*

Practice Teaching
M.A. Millar, B.A., B.P.E., M.ED., *Associate Professor*
R.G. Burfield, B.A., B.ED., *Associate Professor*

School Librarianship
F. Blostein, B.A., B.L.S. *Associate Professor*
R.J. Smith, B.A., M.L.S. *Associate Professor*

Science Education
W.A. Andrews, M.SC., B.ED. *Professor*
H.M. Lang, B.A., M.ED. *Professor*
T.J.E. Wolfe, B.S.A., M.ED. *Professor*
D.I. Galbraith, B.SC., M.ED. *Associate Professor*

Special Education
K.J. Weber, B.A., M.SC. (ED) *Professor*
M. Waksman, B.A., M.ED., PH.D. *Assistant Professor (part-time)*

Speech Consultant
E. Crampton *Senior Tutor*

Technical and Industrial Arts
D.J. Long, B.A., B.ED. *Associate Professor*
A. Gaydos, B.S., M.ED., PH.D. *Associate Professor*
I.T. Malloch, B.A., M.S.ED. *Associate Professor*
R. Sramek, B.A., M.A.E. *Associate Professor*
H.J. Taylor, B.A., B.ED., M.S.ED. *Associate Professor*
C.H. Wall, B.A., B.ED., M.A., PH.D. *Associate Professor*
W.J. Watson, B.A., M.SC., M.ED., *Associate Professor*
R.W. Wilson, B.SC., M.SC., M.I.E.E. *Associate Professor*
P.J. Briggs, B.S.F. *Senior Tutor*
J.G.A. Jameson, B.S.I.E. *Senior Tutor*

University of Toronto Schools
H.D. Gutteridge, M.A. *Principal and Associate Professor*
G.A. Fleming, B.A., M.ED. *Assistant Principal*
O.G. Barrett, B.P.H.E., B.ED.
T.J. Boucher, B.A., M.S.L.S.
D.F. Boutros, B.A.
S.H. Bull, M.A.
M.U. Collier, M.A., B.ED.
D.T. Dingle, B.SC., B.D.
L.S. Duckworth, B.A., B.ED.
J.A. Fautley, MUS.BAC., B.ED.
N.D. Fox, B.COM.
P.F.L. Gallant, M.A.
M.P. Gendron, M.A.
S. Grafstein, B.A., B.ED.
Y.E. Lacey, B.A.
D.J. Laurenson, B.SC., M.MATH.
B. LeGresley, B.A., M.ED.
N.E. Maier, M.A.
H.C. Maynard, M.A.
N.T. McLean, B.A.
W.R.H. Montgomery, M.A., PH.D.
R.J. Moorfield, M.A.
C.W.M. Pace, B.A., B.S.W., M.ED.
A.M. Pereira, B.A., B.ED.
J.A. Ryan, B.E.S., B.ED. *(part-time)*
F.M. Speed, B.SC., B.SC.S., M.ED.
J. Stulac, B.P.H.E., B.A., B.ED.
F.R. Wakelin, B.P.H.E., B.ED.

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Vice-Provost
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Vice-Provost
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A.C. Pathy, B.A.SC.

Vice-President, Personnel and Student Affairs
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Vice-President, Institutional Relations
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Acting Chief Librarian
D. Esplin, B.A., Dip. NZLS, ANZLA

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Director of Student Awards
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Director of Student Record Services
M.S. Lippard, B.A., M.A.

Warden of Hart House
R.M.H. Alway, B.A., M.A., PHIL.M.

Director of Student Services
E.A. McKee, M.A.

Acting Director of the Advisory Bureau
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Director of Athletics and Recreation
A.J. Fraser, B.SC. (P.E.), M.A.

Director of Career Counselling and Placement Centre
R. Frankle, B.A.

Director of University Health Service
G.E. Wodehouse, M.C., M.D., F.R.C.P.(C), M.R.C.P

Director of Housing Service
S. Mason, B.A.

Director of International Student Centre
E. Paterson, B.A.

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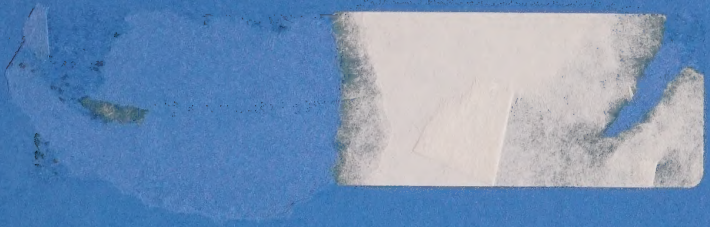
A Class at the Faculty

Faculty of Education

University of Toronto

Calendar



1983/84

Notice

Curriculum

At the time of printing, the courses of instruction described in this calendar are those intended to be offered in the academic year 1983-84. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but the provision of such instruction cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course of instruction described in this calendar, in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Faculty of Education

University of Toronto

Calendar

1983/84

The Faculty of Education

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7

Admissions
416-978-5577

Continuing Education
416-978-2316
416-978-5261

Institute of Child Study
416-978-3457

Technical and Industrial Arts
416-978-3199

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Sessional Dates 1983-84

1983

July 4 — 29	Summer Session
September 7,8,9	Registration B.Ed. program
September 12	Classes begin
September 23	Last day for course changes
October 10	Thanksgiving Day — Faculty closed
October 14	Practice teaching orientation
October 17 — 28	Practice teaching
October 31	Classes resume
November 11	Practice teaching orientation
November 14 — 25	Practice teaching
November 28	Classes resume
December 7	Employment day — no classes
December 16	Classes end
December 19 — 21	Examinations
December 23 — January 1	Faculty closed

1984

January 2	Classes resume
January 16	Second instalment of fees due
January 16 — 27	Annual student art exhibition
February 10	Practice teaching orientation
February 13 — 24	Practice teaching
February 27 — March 2	Reading week
March 5	Classes resume
March 5 — 9	Annual children's musical
April 4	Classes end
April 5	Practice teaching orientation
April 6 — 19	Practice teaching
April 20	Good Friday — Faculty closed
April 23 — 24	Study days
April 25 — May 1	Examinations
May 1	Spring program in technological studies begins

Faculty of Education Staff 1982-83

Dean
J.W. MacDonald, M.A., ED.D.

Vice-Dean
W.G. London, B.A., ED.M.

Assistant Dean
M.A. Millar, B.A., B.P.E., M.ED.

Registrar
L.J. La Fave, B.ED., M.B.A.

Admissions and Universities Liaison Officer
G.A. Whyte, B.A., B.J.

Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
H.O. Barrett, C.D., B.A., D.PAED., F.O.T.F.
G.H. Boyes, M.A.
W.B. MacLean, M.A.
J.M. Paton, M.A., D.PAED., F.C.C.T.
A.F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
P.H. Taçon, M.A., B.PAED.
G.E. Tait, B.A., B.PAED., ED.D.

Art Education
J.A.M. Emerson, M.A. *Associate Professor*

Business Education
R.B. Wilson, B.COM., M.S.T. *Associate Professor*
G.A. Reid, B.COM., B.ED., M.A., F.C.C.T. *Professor*
B.E. Conchie, B.A. *Associate Professor*

Computer Studies
L.J. La Fave, B.ED., M.B.A. *Professor*
D.W. Garth, B.COM. *Associate Professor*
G.D. Milbrandt, B.S.ED., M.ED. *Associate Professor*

Continuing Education
C.J. Lundy, B.A. *Tutor*
D.I. Galbraith, B.SC., M.ED. *Associate Professor*
H.A. Yeager, B.H.SC., M.ED. *Associate Professor*

Counsellor Education
B.R. Eardley, B.S., M.ED. *Associate Professor*
P.A. Manuel, B.A., M.ED. *Associate Professor*

Dramatic Arts
D.W. Booth, B.A., M.ED. *Professor*
C.J. Lundy, B.A. *Tutor*

Educational Administration
A.T. Sheehan, M.ED., PH.D., F.C.C.T. *Professor*
V.K. Gilbert, B.SC., M.ED., PH.D. *Professor*
M.F. Grapko, M.A., PH.D. *Professor*
J.D. Wood, M.A., PH.D., A.R.C.T. *Professor*
R.A. Martin, B.A.SC., M.ED., PH.D. *Associate Professor*
D.R. Fleming, B.A., M.ED., D.ED. *Tutor*

Educational Psychology
D.S.J. Shackel, M.A., PH.D. *Professor*
R.W. Dent, M.A., PH.D. *Professor*
S.L. Kong, B.A., M.ED., LL.D., PH.D., C.M. *Professor*
C. Tan-Willman, B.S.E., M.A., PH.D. *Professor*
C.C. Brodeur, M.A., M.A.(Phil.), PH.D. *Associate Professor*
A.B. Durell, M.A., PH.D. *Associate Professor*
R. Pike, B.S.W., M.A., PH.D. *Associate Professor*

Educational Research
J.W. Greig, B.A., M.ED., ED.D. *Professor*

Elementary Education
G.W. Hunt, B.A., M.ED., ED.D. *Associate Professor*
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Professor*

English
R.T. Shephard, B.A., M.ED., ED.D. *Professor*
J.L. Aitken, M.A., PH.D. *Professor*
A.C. Coman, M.A.(Edin.), M.A. *Professor*
R.S. Harris, PH.D. *Professor*
R.J. McMaster, B.A., B.ED. *Professor*
J.H. Stevens, M.A. *Professor*
A.A. Bowers, B.A., M.ED. *Associate Professor*
J. Laird, B.A. *Associate Professor*
H. Stollery, B.A. *Tutor*

Geography
R.P. Baine, M.A. *Professor*
U. Elliott, M.A. *Professor*
W.E. Sager, C.D., B.A. *Professor*

Guidance Centre
S.J. Totton, B.A. *Manager*

History, Economics, Political Science, Psychology and Sociology
L.R. Hill, M.A. *Associate Professor*
J.C. Ricker, M.A. *Professor*
G. Smith, M.A. *Professor*
R.W.P. Bowles, B.A. *Associate Professor*
J.D. Thexton, M.A., PH.D. *Associate Professor*

History, Philosophy and Sociology of Education
K.A. McLeod, B.A., M.ED., PH.D. *Professor*
G.W. Bancroft, B.A., M.ED., PH.D. *Professor*
L.J. Stott, B.ED., PH.D. *Professor*
T.W. Goodenough, M.A. *Associate Professor*
S.T. Rusak, B.A., M.ED., PH.D. *Associate Professor*

Home Economics
A.M. Warner, B.A., M.S. *Associate Professor*
H.A. Yeager, B.H.SC., M.ED. *Associate Professor*
M. Villers, M.A. *Assistant Professor*

Institute of Child Study
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Professor*
B. Flint, DIP.C.S., M.A. *Professor*
R.J. Volpe, M.A., PH.D. *Professor*
A.J. Biemiller, M.S., PH.D. *Associate Professor*
J.P. Klein, M.A., PH.D. *Associate Professor*
D. Levinson, M.A., PH.D. *Associate Professor*
A. Schermann, M.SC. *Associate Professor*
J. Hardacre, B.A., DIP.C.S., M.ED. *Tutor*
M.A. Penner, B.A., DIP.C.S., M.ED. *Tutor*
H. Stollery, B.A. *Tutor*
P. Karal, M.A., PH.D. *Lecturer (part-time)*

Institute of Child Study Laboratory School
A.C. Cassidy, B.A., DIP.C.S.
R.L. Ethier, B.A., M.ED.
T. Hansson, B.A.*
E.A. Hunter
M.A. Jaffary, B.A., DIP.C.S.,
A.E. Tough, M.A.
D.L. Wicks, B.A., M.ED.
S.A. Woodcock*
**Seconded from Toronto Board of Education*

Library
M.C. Shortt, M.A., M.L.S. *Chief Librarian*
D.C. George, B.A., B.L.S. *Librarian*
M.H. FitzPatrick, B.A., M.L.S. *Librarian (part-time)*

Mathematics
H.L. Ridge, B.SC., M.A., PH.D. *Professor*
D.W. Alexander, B.A., M.SC., ED.D. *Professor*
F. Ebos, M.SC. *Professor*
D.L. Fraser, B.SC., B.ED., M.A. *Professor*
S.K. Harburn, B.SC., M.ED. *Associate Professor*

Modern Language Education
H. Hainsworth, M.A. *Associate Professor*
R.R. Roy, B.PHIL., M.A. *Associate Professor*
C.R. Theodore, M.A. *Associate Professor*
R. Hrubi, DIP. PROF. FR.I'ET. *Senior Tutor*

Music
N. Kuzmich, MUS.BAC., M.A. *Professor*
C.A. Hennessy, B.A., M.ED. *Senior Tutor*

Physical and Health Education
F.J.M. Collard, B.P.H.E., B.A., M.SC.
Associate Professor
J.R. Life, B.P.H.E., M.ED. *Professor*
D.F. Fawcett, B.P.H.E., M.A. *Associate Professor*
P.B. Robertson, B.P.H.E., B.A., M.ED.
Associate Professor

Practice Teaching
F. Blostein, B.A., B.L.S. *Associate Professor*
R.G. Burfield, B.A., B.ED. *Associate Professor*

School Librarianship
R.J. Smith, B.A., M.L.S. *Associate Professor*

Science Education
W.A. Andrews, M.SC., B.ED. *Professor*
H.M. Lang, B.A., M.ED. *Professor*
T.J.E. Wolfe, B.S.C., M.ED. *Professor*
D.I. Galbraith, B.SC., M.ED. *Associate Professor*

Special Education
K.J. Weber, B.A., M.SC.(ED) *Professor*

Speech Consultant
E. Crampton, *Senior Tutor*

Technical and Industrial Arts
D.J. Long, B.A., B.ED. *Associate Professor*
A. Gaydos, B.S., M.ED., PH.D. *Associate Professor*
I.T. Malloch, B.A., M.S.ED. *Associate Professor*
R. Sramek, B.A., M.A.E. *Associate Professor*
H.J. Taylor, B.A., B.ED., M.S.ED. *Associate Professor*
C.H. Wall, B.A., B.ED., M.A., PH.D. *Associate Professor*
W.J. Watson, B.A., M.SC., M.ED. *Associate Professor*
R.W. Wilson, B.SC., M.SC., M.I.E.E. *Associate Professor*
P.J. Briggs, B.S.F. *Senior Tutor*

University of Toronto Schools
H.D. Gutteridge, M.A. *Principal and Associate Professor*
G.A. Fleming, B.A., M.ED. *Assistant Principal*
O.G. Barrett, B.P.H.E., B. ED.
T.J. Boucher, B.A., M.S.L.S.
D.F. Boutros, B.A.
M.U. Collier, M.A., B.ED.
D.T. Dingle, B.SC., B.D.
L.S. Duckworth, B.A., B.ED.
J.A. Fautley, MUS.BAC., B.ED.
N.D. Fox, B. Com.
P.F.L. Gallant, M.A.
M.P. Gendron, M.A.
S. Grafstein, B.A., B.ED.
Y.E. Lacey, B.A.
D.J. Laurenson, B.SC., M.MATH.
B. LeGresley, B.A., M.ED.
N.E. Maier, M.A.
H.C. Maynard, M.A.
N.T. McLean, B.A.
W.R.H. Montgomery, M.A., PH.D.
R.J. Moorfield, M.A.
C.W.M. Pace, B.A., B.S.W., M.ED.
A.M. Pereira, B.A., B.ED.
J.A. Ryan, B.E.S., B.ED. *(part-time)*
J.F Sleigh, M.A., B.ED.
F.M. Speed, B.SC., B.SC.S., M.ED.
J. Stulac, B.P.H.E., B.A., B.ED.
F.R. Wakelin, B.P.H.E., B.ED.
A.H. Wilson, B.A., B.ED.

History of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial School of Pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in Pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated as the Ontario College of Education, University of Toronto.

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, the University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* Since that time there has been further expansion with the addition of the Educational Media Centre in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated as the *Faculty of Education, University of Toronto.*

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MSCT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an MAT program in English and an MSCT program in mathematics were initiated, and in 1980-81 master's programs in geography, physics, and school librarianship were added.

In 1981 the Faculty of Education marked its 75th anniversary as an Ontario teacher education institution.

Function of the Faculty of Education

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's one-year programs lead to the basic Ontario Teacher's Certificate (O.T.C.), which qualifies the holder to apply for a teaching position in Ontario elementary, secondary, and vocational schools. Holders of the O.T.C. may obtain additional qualifications in evening and summer courses offered by the Faculty.

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, a Master of Arts/Science in Teaching degree is available through part-time study.

A seminar group

Full-Time Programs

The Bachelor of Education Degree

Primary/Junior
or
Junior/Intermediate
or
Intermediate/Senior

The Diploma in Technical Education*

The Diploma in Child Study

Child Assessment and Counselling**
or
Early Childhood Education

Admission

Academic and other admission requirements are listed under the individual programs.

*Successful candidates in this program who hold an acceptable university degree will receive the B.ED. degree instead of the Diploma in Technical Education.

**This area of concentration does not lead to an O.T.C.

Language Regulations

An applicant whose first language is other than English may be required to pass the Communication Test for Teaching in the English Language. The test will be conducted by a committee composed of representatives of the Ontario Secondary School Teachers' Federation, the Department of English of the University of Toronto, and the Council of the Faculty.

Ontario Teacher's Certificate

Candidates with Canadian citizenship who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate. Candidates with permanent resident status who meet all requirements of the program may be recommended to the Ministry for a Temporary Letter of Standing valid for six years.

Admission of Foreign Students

The Faculty welcomes qualified foreign students who plan to return to their own countries on completion of their studies. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. Foreign students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admission as the Council of the Faculty may determine.

Bachelor of Education and Ontario Teacher's Certificate Program

Admission

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average, and to those with relevant experience, such as work with children and adolescents, which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand in the system.

Application Procedure

Application forms and full instructions for applying may be obtained from the Faculty Registrar. Forms are also available on request from most Ontario university placement offices, normally beginning in October of the year prior to registration.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name

Program of Studies 1983-84

The program has five components:
- Teaching Options
- Foundations
- Practice Teaching
- Complementary Studies
- School Law in Ontario

Teaching Options

Candidates must select one of the following areas of specialization:
Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 13)

Primary/Junior
This program integrates the content of *Primary Education* 1400 and *Junior Education* 1410 in one course, *Primary/Junior Education* 1420.

Junior/Intermediate
This program comprises three courses: *Junior* 1410 and two intermediate courses, at least one of which must be selected from list A, with a second from list A or List B. Prerequisites, if any, are given in the course descriptions.

LIST A	LIST B
English 1101	†Guidance 1051
French 1111	†Special Education 1321
Geography 1441	
History 1151	
Home Economics 1161	
†Industrial Arts 1171	
Mathematics 1221	
Music — Vocal 1241	
†Physical and Health Education 1251	
Science 1301	
Visual Arts 1011	

Intermediate/Senior
This program comprises two courses*, at least one of which must be selected from List A, with a second from either List A or List B. Prerequisites, if any, are given in the course descriptions.

LIST A	LIST B
*†Business Education Accounting 1340 Data Processing 1350 Marketing 1360 Secretarial 1370	†English as a Second Language 1330
†Computer Science 1040	†Guidance 1050
†Dramatic Arts 1070	†School Librarianship 1290
Economics 1080	†Special Education 1320
English 1100	
†Environmental Science 1380	
French 1110	
Geography 1440	
Geology 1130	
German 1140	
History 1150	
Home Economics 1160	
†Industrial Arts 1170	
Italian 1190	
Mathematics 1220	
Music — Vocal 1240	
Physical and Health Education 1250	
Political Science 1260	
Science 1300	
Spanish 1310	
Visual Arts 1010	

*Candidates selecting Business Education must choose *two* business courses.

† There are no academic prerequisites for these courses.

NOTE: Beginning with the 1984/85 academic year the list B subjects will not be offered in the one-year program. In the Junior/Intermediate Division only one List A subject will be required. In the Intermediate/Senior Division some List A subjects shown will not be offered.

Foundations

Candidates will take three Foundations courses, one from each of the departments of Educational Administration, Educational Psychology, and History, Philosophy, and Sociology of Education.

Educational Administration
Administration in the Modern School 3050
Administration of Adult Education 3280
Evaluation of Student Performance 3040
The Individual Student and the School Program 3030
Program Organization 3020
Individual Research Project (Educational Administration) 3060

Educational Psychology
Contemporary Issues in Educational Psychology 3260
Learning and Human Behaviour 3070
Teaching — an Interpersonal Process 3110
Understanding Children and Youth 3100
Individual Research Project (Educational Psychology) 3270

History, Philosophy, and Sociology of Education
Authority and Freedom in School 3190
Comparative Education 3130
Cross-Cultural Education 3210
The Development of Canadian Education 3200
School and Society 3160
Developing a Personal Philosophy of Education 3140
Individual Research Project (History, Philosophy, and Sociology of Education) 3240

Practicum

4010 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

School Law

6010 School Law in Ontario
All candidates proceeding to the Bachelor of Education degree and the Ontario Teacher's Certificate are required to take this course.

Complementary Studies

Candidates will select one of the following courses:

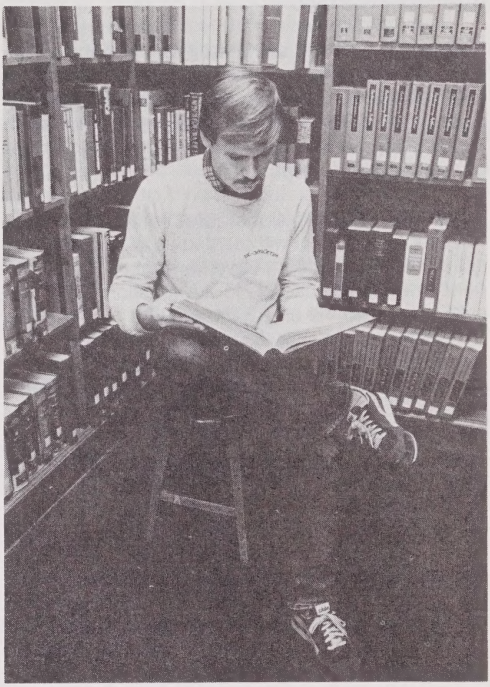
Art and Interdisciplinary Studies 5020
Atypical Development 5540
Children's Literature 5040
Classroom Communication 5390
Communication Arts in Modern English 5050
Counselling Skills for Teachers 5340
Culture and Society as They Relate to the Teaching of French 5070
Current Health Problems in School and Society 5080
Design Education 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Drama in Elementary Education 5110
Education and the Gifted 5490
Educational Media 5120
Environmental Studies 5140
Explorations in Creative Learning and Teaching 5400
Feature Films and TV in the Classroom 5450
French as a Second Language 5150
Life Skills for the Young Child 5220
Methods of Child Study 5030
Music — Instrumental Intermediate/Senior 5510
Outdoor Education 5200
Practical Skills for Constructing Teaching Aids 5300
Reading in the Secondary School 5260
Recent Developments in Modern Language Teaching 5270
Recreational Mathematics 5500
The Resource Centre and the Elementary School Teacher 5430
The Resource Centre and the Secondary School Teacher 5420
Speech — Passport to Communication 5330
Understanding and Personal Use of Computers 5060

Details of Courses

Descriptions of courses, with the number of hours per week for each, are given on the following pages. Additional Qualification courses are offered in summer or winter evening sessions only to applicants who hold an Ontario Teacher's Certificate. Honour Specialist courses are numbered in the 2000 series and three-session Specialist courses are numbered in the 9000 series.

NOTE: The last date for changing optional subjects or courses will be September 23; thereafter changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 45-48.



Browsing in the Library

Business Education

Business Education is divided into four subject areas: Accounting, Data Processing, Marketing, and Secretarial. Candidates enrolled in Business Education will select any two of these four courses. Typewriting methodology *is* a compulsory component of each program.

1340 Accounting Intermediate/Senior (5 hours)
This course will deal with strategies of teaching accounting, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of a proper classroom learning environment. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Accounting.
Three-session Specialist course in Accounting
9341 Part I
9342 Part II
9343 Specialist

1350 Data Processing Intermediate/Senior (5 hours)
This course will prepare candidates to design computer studies material on a modular basis. Strategies for teaching computer concepts, application of computers in society, and problem-solving techniques using the computer will be studied. Facilities are provided for hands-on experience with microcomputers and minicomputers. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Data Processing.
Three-session Specialist course in Data Processing
9351 Part I
9352 Part II
9353 Specialist

1360 Marketing Intermediate/Senior (5 hours)
An examination of marketing policies and techniques, with intensive study of retail organization and operations. Candidates will study strategies of teaching marketing, curriculum design, and innovative instructional techniques. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Marketing.
Three-session Specialist course in Marketing
9361 Part I
9362 Part II
9363 Specialist

1370 Secretarial Intermediate/Senior (5 hours)
This course will deal with modern office procedures and related stenographic and word processing systems with emphasis on the development of innovative and effective teaching techniques. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Secretarial.
Three-session Specialist course in Secretarial
9371 Part I
9372 Part II
9373 Specialist

Computer Science

1040 Computer Science (5 hours)
One segment of the course will help to prepare students for the teaching/learning process and for designing computer studies material on a modular basis. Major areas consist of: use of teaching strategies; preparation of instructional objectives; application of an evaluation philosophy; development of a problem-oriented approach to computer education; modular course design; motivation techniques; use of available resources; reinforcement of basic computer concepts through a hypothetical computer; creation of an effective learning environment. The second segment will emphasize problem-solving techniques using the computer. Topics include: basic computer concepts; applications of computers in society; structured flowcharting; computer terminology; information flow through a computer system; high-level language as a vehicle of communication; program debugging; documentation procedures. Micro, mini, and interactive computing facilities are available for student use.
One-session Honour Specialist course
2040 Computer Science Honour Specialist

Dramatic Arts

1071 Dramatic Arts Intermediate (5 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech, and oral interpretation. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Dramatic Arts.
Not offered in 1983-84.

1070 Dramatic Arts Intermediate/Senior (5 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purposes of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of developmental programs. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Dramatic Arts.
Three-session Specialist course in Dramatic Arts
9071 Part I
9072 Part II
9073 Specialist
One-session Honour Specialist course
2050 Dramatic Arts Honour Specialist

Economics

1080 Economics Intermediate/Senior (4 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.
Prerequisites: Two university courses (6 credits) in economics.
One-session Honour Specialist course
2060 Economics Honour Specialist

English

1101 English Intermediate (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.
Prerequisites: Two university courses (6 credits) in English.

1100 English Intermediate/Senior (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.
Prerequisites: Two university courses (6 credits) in English.
One-session Honour Specialist course
2070 English Honour Specialist

English as a Second Language

1330/1331 English as a Second Language (4 hours)
Designed for teachers of New Canadian students at all levels from primary to senior. The following topics are covered: basic methods of instruction in speaking, listening, reading, and writing skills; first language acquisition; aspects of syntax and phonology of English relating to second language acquisition; problems of placement and evaluation; the use of teaching aids such as film, records, newspapers, TV, and special ESL materials. Considerable attention will be given to socio-cultural factors in immigrant adaptation, community services, and ethnographic patterns in Ontario. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in English as a Second Language.
Three-session Specialist course in English as a Second Language
9331 Part I
9332 Part II
9333 Specialist

1331 Junior/Intermediate
Not offered in 1983-84.

Environmental Science

1380 Environmental Science Intermediate/Senior (5 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater and terrestrial ecology, agriculture, forestry, mineral resources, urban and rural planning, energy conservation, and population ecology. Field experience will be provided. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Environmental Science. It is recommended that candidates have a background in science or geography.
Three-session Specialist course in Environmental Science
9381 Part I
9382 Part II
9383 Specialist
One-session Honour Specialist course
2260 Environmental Science Honour Specialist

French

1111 French Intermediate (2 hours)
The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures. Candidates enrolled in this course must take *French as a Second Language* 5151 as their Complementary Studies requirement.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.

1110 French Intermediate/Senior (4 hours)
Opportunities are provided for students to acquire specific oral skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.
Three-session Specialist course in French as a Second Language
9421 Part I
9422 Part II
9423 Specialist
One-session Honour Specialist course
2080 French Honour Specialist

Geography

1441 Geography Intermediate (2 hours)
Curriculum planning and program development organized to assist prospective teachers. Learning experiences are studied in which there is an integration of learner characteristics, styles of learning, and instruction techniques and procedures.
Prerequisites: Two university courses (6 credits) in geography.

1440 Geography Intermediate/Senior (5 hours)
For course content and prerequisites, see *Geography Intermediate* 1441.
One-session Honour Specialist course
2090 Geography Honour Specialist

Geology

1130 Geology Intermediate/Senior (5 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.
Prerequisites: Two university courses (6 credits) in geology.
One-session Honour Specialist course
2100 Geology Honour Specialist

German

1140 German Intermediate/Senior (4 hours)
This course will provide teachers with specific oral skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in German. Proficiency in spoken and written German must be demonstrated when the course begins.
One-session Honour Specialist course
2110 German Honour Specialist

Greek

1210 Greek Intermediate/Senior (5 hours)
This course may be taken only in conjunction with *Latin* 1200. For course content see *Latin* 1200.
Prerequisites: Two university courses (6 credits) in Greek.
Not offered in 1983-84.
One-session Honour Specialist course
2120 Greek Honour Specialist

Guidance

1050/1051 Guidance (4 hours)
The three major components of this course are: interpersonal skills applied to counselling, introduction to counselling theory and approaches, and classroom guidance techniques based on an understanding of human development. Students will also practise basic observation and listening skills as applied to guidance counselling. Legal and ethical questions in guidance will be examined. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Guidance.
Three-session Specialist course in Guidance
9051 Part I
9052 Part II
9053 Specialist

History

1151 History Intermediate (2 hours)
A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues from English-French and Canadian-American relations, international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contributions of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.
Prerequisites: Two university courses (6 credits) in history.

1150 History Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics, and strategies; evaluation of students; dealing with individual student differences; principles of unit development.
Prerequisites: Two university courses (6 credits) in history.
One-session Honour Specialist course
2130 History Honour Specialist

Home Economics

1161 Home Economics Intermediate (2 hours)
An exploration of the needs of students at the intermediate level, with emphasis on concepts significant to Family Studies curricula, lesson planning, relevant teaching aids and resource materials. The course will cover basic methods of instruction in food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Home Economics.
Prerequisites: Three university courses (9 credits) in home economics.

1160 Home Economics Intermediate/Senior (5 hrs.)
An exploration of the needs of Family Studies students at the intermediate and senior levels with emphasis on techniques of teaching food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics. Lesson planning and curriculum design will be examined, along with relevant teaching aids and resources. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Home Economics.
Prerequisites: Three university courses (9 credits) in home economics.
Three-session Specialist course in Home Economics
9161 Part I
9162 Part II
9163 Specialist
One-session Honour Specialist course
2140 Home Economics Honour Specialist

Industrial Arts

1170/1171 Industrial Arts (7 hours)
The philosophy of contemporary technological studies: interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is required. Candidates must select *Design Education* 5090 as their Complementary Studies course.
On successful completion of course 1170 and having demonstrated competence in the subject by passing a written and practical proficiency examination, a candidate may qualify for entry into Part II of the three-session Specialist course in Industrial Arts.
Three-session Specialist course in Industrial Arts
9171 Part I
9172 Part II
9173 Specialist

Intermediate Education

9600 Intermediate Education
Any two subjects from those listed under the junior/intermediate program (see page 11). Teachers who wish to specialize in the intermediate division may take the following three-session Specialist course:
Three-session Specialist course in Intermediate Education
9431 Part I
9432 Part II
9433 Specialist

Italian

1190 Italian Intermediate/Senior (4 hours)
This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the Heritage Language Program on secondary school curricula. The present four-year sequence (grades 10-13), found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.
Prerequisites: Two university courses (6 credits) in Italian. Proficiency in spoken and written Italian must be demonstrated when the course begins.
One-session Honour Specialist course
2150 Italian Honour Specialist

Junior Education

1410 Junior Education (6 hours)
This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of student participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1410 is required to spend a minimum of one half Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the ongoing activities of an elementary school classroom. Teachers who wish to specialize in the junior division may take the following three-session Specialist course:
Three-session Specialist course in Junior Education
9411 Part I
9412 Part II
9413 Specialist

Latin

1200 Latin Intermediate/Senior (5 hours)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.
Not offered in 1983-84.
One-session Honour Specialist course
2160 Latin Honour Specialist

Man in Society

1270 Man in Society
Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course, Man in Society. Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.
Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.
Not offered in 1983-84.
One-session Honour Specialist course
2220 Man in Society Honour Specialist

Mathematics Education

1221 Mathematics Education
Intermediate (2 hours)
A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, problem solving.

1220 Mathematics Education Intermediate/Senior (5 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, problem solving.
One-session Honour Specialist course
2170 Mathematics Education Honour Specialist

Music

All students enrolled in courses 1241 or 1240 must also take *Music — Instrumental* 5510 as their Complementary Studies course. On successful completion of either course 1240 or 1241, a candidate may qualify for entry into Part II of the three-session Specialist course in Music — Vocal Intermediate/Senior.

1241 Music - Vocal Intermediate (2 hours)
A multi-faceted approach to music learning, which involves the expansion of aural awareness and musical sensitivity through sound explorations, improvisations, manipulations of musical materials and procedures, listening, vocalizing, and conducting.
Prerequisites: Two university courses (6 credits) in music, or background.

1240 Music — Vocal Intermediate/Senior (4 hours)
Approaches to the development of aural sensitivity through performance, listening, analysis, and problem solving; implementation of the different teaching styles; design of units reflecting aims and objectives within Ministry guidelines.
Prerequisities: Two university courses (6 credits) in music.
*Three-session Specialist course in Music — Vocal Intermediate/*Senior
9241 Part I
9242 Part II
9243 Specialist
The following course is offered to teachers wishing to specialize in music at the primary or junior level:
Three-session Specialist course in Music — Vocal Primary/Junior
9261 Part I
9262 Part II
9263 Specialist
One-session Honour Specialist course
2180 Music Honour Specialist

Physical and Health Education

1251 Physical and Health Education
Intermediate (4 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials, and organizational procedures appropriate to physical and health education in the intermediate division. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Physical and Health Education Intermediate/Senior.

1250 Physical and Health Education Intermediate/Senior (5 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program. On successful completion of this course, a candidate may qualify for entry into Part II of a three-session Specialist course in Physical and Health Education Intermediate/ Senior.
Prerequisites: Two university courses (6 credits) in physical and health education.
Consideration will be given to equivalent field experience.
Three-session Specialist course in Physical and Health Education Intermediate /Senior
9251 Part I
9252 Part II
9253 Specialist
The following course is offered to teachers wishing to specialize in physical and health education at the primary or junior level:
Three-session Specialist course in Physical and Health Education Primary/Junior
9271 Part I
9272 Part II
9273 Specialist
One-session Honour Specialist course
2190 Physical and Health Education Honour Specialist

Political Science

1260 Political Science Intermediate/Senior (4 hours)
Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada — machinery, process, performance, and participation; principles of course construction — group preparation and presentation of representative units selected from the Ministry guideline; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.
Prerequisites: Two university courses (6 credits) in political science.
One-session Honour Specialist course
2210 Political Science Honour Specialist

Primary Education

1400 Primary Education (5 hours)
This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of student participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as on specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1400 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the ongoing activities of an elementary school classroom. Teachers who wish to specialize in the primary division may take the following three-session Specialist course:
Three-session Specialist course in Primary Education
9401 Part I
9402 Part II
9403 Specialist

Reading

1060/1061 Reading (5 hours)
A course designed for elementary and secondary school teachers who wish to acquire expertise in the area of reading instruction. The course begins with an examination of language acquisition, particularly as it relates to thinking and to the growth of literacy. Emphasis will be on assessing reading skills in the classroom, developing principles of diagnostic teaching, and investigating criteria for appropriate instructional materials. The practicum will include four weeks in remedial and developmental reading programs at the elementary and secondary levels. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Reading.
Not offered in 1983-84.
Three-session Specialist course in Reading
9061 Part I
9062 Part II
9063 Specialist

School Librarianship

1290/1291 School Librarianship (5 hours)
An introductory course for potential school librarians. The following aspects of the school library will be explored: the role of the librarian in the teaching program of the school; locating, organizing, and utilizing resources for the research, recreational, social, and personal needs of students; working cooperatively with teachers in the selection and evaluation of resources that support and enrich the learning activities of the school; organizing and conducting resource centre routines; organizing resource materials.
On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Librarianship.
Three-session Specialist course in Librarianship
9291 Part I
9292 Part II
9293 Specialist

1291 Junior/Intermediate
Not offered in 1983-84.

Science Education

1301 Science Intermediate (2 hours)
Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment.
Prerequisites: Two university courses (6 credits) in science.

1300 Science Intermediate/Senior (5 hours)
Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning, classroom management, and practical teaching techniques. Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.
Prerequisites: Two university courses (6 credits). At least 3 of the following areas of study should be represented in these credits: botany, chemistry, physics, zoology.
One-session Honour Specialist courses:
2020 Biology Honour Specialist
2030 Chemistry Honour Specialist
2200 Physics Honour Specialist
2250 Science Honour Specialist

Senior Education

9610 Senior Education
Any two subjects from those listed under the Intermediate/Senior program (see page 11).

Spanish

1310 Spanish Intermediate/Senior (4 hours)
A course designed to provide teachers with specific oral skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audio-visual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in Spanish. Proficiency in spoken and written Spanish must be demonstrated when the course begins.
One-session Honour Specialist course
2240 Spanish Honour Specialist

Special Education

1320/1321 Special Education (4 hours)
An overview of education for the learning disabled, the emotionally disturbed, the culturally different, the intellectually exceptional, and students with simply a slower rate of learning. Teaching strategies, organization, and program development in reading, language, and mathematics will be covered. Practice teaching experiences directly related to the course will be scheduled in selected vocational schools, withdrawal classes, correctional institutions, centres for the disturbed, and schools for the retarded. Preference for admission to Course 1320 will be given to applicants with experience related to special education, and/or with university course credits in abnormal psychology. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Special Education.
Three-session Specialist course in Special Education.
9321 Part I
9322 Part II
9323 Specialist

Visual Arts

1011 Visual Arts Intermediate (4 hours)
Content and methods of art education at the Intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focussing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and man-made environment. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Visual Arts.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

1010 Visual Arts Intermediate/Senior (7 hours)
Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, chiefly in Canada, with emphasis on use of local resources as the basis of study in secondary schools.
On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Visual Arts.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.
Three-session Specialist course in Visual Arts
9011 Part I
9012 Part II
9013 Specialist
One-session Honour Specialist course
2010 Visual Arts Honour Specialist

Educational Administration

3050 Administration in the Modern School (2 hours)
A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theory of organizations, and leadership styles will also be discussed.

3280 Administration of Adult Education (2 hours)
A study of the administration of adult education programs offered by public, private, and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

3040 Evaluation of Student Performance (2 hours)
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

3030 The Individual Student and the School Program (2 hours)
An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

3020 Program Organization (2 hours)
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

3060 Individual Research Project (Educational Administration) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Educational Psychology

3260 Contemporary Issues in Educational Psychology (2 hours)
A variety of educational problems will be explored in the light of contrasting psychological perspectives. Different teaching models and their demonstrated effectiveness will be compared, and students will have an opportunity to evaluate the appropriateness of various educational practices.

3070 Learning and Human Behaviour (2 hours)
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behavioural and attitude change will be examined.

3110 Teaching — An Interpersonal Process (2 hours)
The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups, and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

3100 Understanding Children and Youth (2 hours)
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

3270 Individual Research Project (Educational Psychology) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

History, Philosophy, and Sociology of Education

3190 Authority and Freedom in School (2 hours)
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby illumine and confront one with the moral dimension of the school.

3130 Comparative Education (2 hours)
A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of education. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

3210 Cross-Cultural Education (2 hours)
An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles, and immigrant education. The stress will be on intercultural understanding.

3140 Developing a Personal Philosophy of Education (2 hours)
A variety of modern views on aims and methodology in education will be studied, with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

3200 The Development of Canadian Education (2 hours)
A critical overview of the main influences, problems, and changes in Canadian education, with emphasis on the development of the school system in Ontario. Some of the topics to be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; and the influence of social, economic, and political factors on education.

3160 School and Society (2 hours)
A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

3240 Individual Research Project (History, Philosophy, and Sociology of Education) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Practicum

4010 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to complete them at the end of the session.

Assignments will be made in the jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Location of Practice Teaching Assignments 1982-83 Program

Ontario School Boards

Dufferin-Peel
Durham
Durham Region R.C.S.S.B.
East York
Etobicoke
Halton
Halton R.C.S.S.B.
Hamilton
Hamilton-Wentworth R.C.S.S.B.
Metropolitan R.C.S.S.B.
North York
Peel
Scarborough
Simcoe
Simcoe R.C.S.S.B.
Toronto
Wentworth
York Borough
York Region
York Region R.C.S.S.B.

Other Locations

Metropolitan Toronto and Region
Conservation Authority
Metropolitan Toronto School Board
— Schools for the Trainable Retarded
Ministry of Correctional Services
Ministry of Education, Provincial Schools Branch
Ministry of Natural Resources
University of Toronto Schools

A Computer Class

5020 Art and Interdisciplinary Studies (2 hours)
An exploration of relations between the visual arts and other disciplines in theory and in practice. Its purpose is to encourage interdisciplinary studies at all levels of the school curriculum. Seminars and workshops will involve areas of students' special interests such as humanities, languages, science and technology. Background in art is not essential.

5540 Atypical Development (2 hours)
This course will present a model for understanding the shared needs and common features of the major forms of disability: physical handicaps, mental retardation, emotional disturbance, and chronic disorders. The concepts of coping, competence, and adaptation will be employed to describe normal development, and then to explain the nature and consequences of atypicality. May not be taken in combination with *Special Education* 1320 or 1321.

5040 Children's Literature (2 hours)
An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5390 Classroom Communication (2 hours)
The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with *Learning and Human Behaviour* 3070.

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

5340 Counselling Skills for Teachers (2 hours)
Basic counselling skills for classroom teachers, to aid them in working with students on a one-to-one basis, as well as consultation skills necessary in parent interviewing. The role and function of the counsellor in the contemporary school, and such issues as career education in the classroom, referrals, and legal and ethical aspects of the counselling process will be examined. May not be taken in combination with *Guidance* 1050.

5070 Culture and Society as They Relate to the Teaching of French (2 hours)
This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.

5080 Current Health Issues in School and Society (2 hours)
An exploration of health issues affecting the individual in school and society. Particular attention will be paid to stress felt by teachers and pupils in school situations, and to positive coping strategies. Such topics as cardiovascular health, values and interpersonal relationships, roles of men and women, human sexuality, addiction, death and dying, environmental and consumer concerns will be discussed.

5360 Curriculum Theory and Design (2 hours)
This course is designed to meet teacher needs in handling a variety of tasks, including creating courses of study, interpreting Ministry guidelines, developing programs for special students, planning changes in a traditional school environment, and modifying a unit of study in a subject or a skills program. Not offered in 1983-84.

5090 Design Education (2 hours)
Designing as a decision-making and problem-solving process, with reference to the impact of technological developments on the environment. Through practical design problems of an interdisciplinary nature, practice in project management will be provided. Teaching units and supporting resources for classroom use will be developed. May be taken only in combination with *Industrial Arts* 1170 or 1171.

5100 Diagnosis and Remediation of Learning Difficulties in Mathematics (2 hours)
A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties,and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic. Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

5110 Drama in Elementary Education (2 hours)
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

5490 Education and the Gifted (2 hours)
Candidates will explore identification procedures, curriculum, acceleration, teaching strategies, testing, and values education for the gifted.

5120 Educational Media (2 hours)
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course. Teachers who wish to specialize in media may take the following course:
Three-session Specialist course in Media
9451 Part I
9452 Part II
9453 Specialist

5140 Environmental Studies (2 hours)
An introductory course on the teaching of basic ecological principles, and the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environmental pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems. May not be taken in combination with *Environmental Science* 1380.

5400 Explorations in Creative Learning and Teaching (2 hours)
A practical course designed to increase teachers' awareness of their potential creativity, and to develop their skills of identifying, measuring, and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities. Students will plan and field-test units designed to promote creative talents.
Not offered in 1982-83.

5450 Feature Films and TV in the Classroom (2 hours)
This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as 'text' with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.

5150 French as a Second Language (4 hours)
The teaching of French as a Second Language (Core Program) from the earliest grades of elementary school. Candidates will examine the basic principles of general and structural linguistics and their application to second language teaching. Procedures specific to the various age levels and testing programs will be studied. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.
Prerequisites: This course is available only to students enrolled in Primary Junior 1420. Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.
Three-session Specialist course in French as a Second Language
9421 Part I
9422 Part II
9423 Specialist

5151 French as a Second Language Junior (2 hours)
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in *French Intermediate* 1111. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.

5370 Game Theory and Simulation in Relation to Learning (2 hours)
An introduction to game theory and simulation as an approach to learning in geography and the social sciences. By analysing experiences with selected materials candidates should develop confidence in choosing, organizing, conducting, and creating games and/or simulations for classroom situations, and should also arrive at a clear conception of their use and significance in education.
Not offered in 1983-84.

5240 Language in the Schools (2 hours)
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study programs in the schools; language and thought in semantics; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom.
Not offered in 1983-84.

5520 Life Skills for the Young Child and Adolescent (2 hours)
Resources and teaching strategies related to nutrition, clothing, family and consumer interests appropriate to the needs of pupils in the primary, junior and intermediate divisions. This is an activity-related course.

5030 Methods of Child Study (2 hours)
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

5410 Multiculturalism, the School, and the Curriculum (2 hours)
An examination of ethnic pluralism and of strategies for incorporating experiences and content relating to it into the school program. Emphasis will be upon implementation as students develop curricula and skills related to their teaching subjects or program.
Not offered in 1983-84.
Teachers who wish to specialize in multiculturalism may take the following course:
Three-session Specialist course in Multiculturalism in Education.
9441 Part I
9442 Part II
9443 Specialist

5510 Music — Instrumental (4 hours)
This is a practical course, emphasizing the individual mastery of instruments and methods of class teaching. Available only to students enrolled in *Music – Vocal* 1240 or 1241. On successful completion of this course, a candidate may be recommended for an additional qualification, Part I of the three-session Specialist course in Music — Instrumental.
Three-session Specialist course in Music — Instrumental
9231 Part I
9232 Part II
9233 Specialist

5200 Outdoor Education (2 hours)
An introductory course emphasizing the use of the outdoor environment in education. Includes lectures, seminars and field work, including such activities as canoeing, cross-country skiing, orienteering, and integrated outdoor activities. Emphasis will be on safe practices in outdoor programs. A $10 fee will be collected on the first day of the course to defray the cost of field trips. A residential weekend will be offered on an optional basis, for an additional fee.

5300 Practical Skills for Constructing Teaching Aids (2 hours)
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, glass blowing, photography including film developing, woodworking, and working with plastic and sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

5260 Reading in the Secondary School (2 hours)
An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigate recent research, and plan innovative reading programs for secondary school students.

5270 Recent Developments in Modern Language Teaching (2 hours)
Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

5500 Recreational Mathematics (2 hours)
The use of recreational mathematics for enrichment and motivation at the primary, junior, intermediate, and senior levels will be explored through workshops, seminars, and multimedia presentations. Emphasis will be on the development of recreationally oriented learning materials.
Not offered in 1983-84.

5430 The Resource Centre and the Elementary School Teacher (2 hours)
This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading. May not be taken in combination with *School Librarianship* 1290 or 1291.

5420 The Resource Centre and the Secondary School Teacher (2 hours)
This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading. May not be taken in combination with *School Librarianship* 1290 or 1291.

5330 Speech — Passport to Communication (2 hours)
A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.

5470 Teaching Current Events through the Media (2 hours)
A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.
Not offered in 1983-84.

5440 Teaching Social Issues (2 hours)
The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.
Not offered in 1983-84.

School Law

5060 Understanding and Personal Use of Computers (2 hours)
Designed for the individual who wishes to obtain an understanding of how computers work, where they are used, and how they relate to education. The course will be taught in a non-technical manner, and is open to all students; prior knowledge of computers is not required. Computing facilities including a microcomputer laboratory and an interactive computer system are available to students for practice and experimentation. The course will emphasize computer use in the learning process, and will include such areas as computer-assisted learning, computers in school administration, and computers for personal use, as well as potential uses of computers in the home.

5480 The Use of Graphic Illustrations in the Classroom (2 hours)
A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations; artistic abililty is not a prerequisite.
Not offered in 1983-84.

5210 Values Education (2 hours)
An examination of both traditional and contemporary approaches to the study of values. Course participants will analyse the role of values education in contemporary society, and study both explicit and implicit approaches to values education. Consideration will be given to the teaching of values within participants' various divisions and subject areas.
Not offered in 1983-84.

6010 School Law in Ontario (1 hour)
All candidates proceeding to the Bachelor of Education degree and to the Ontario Teacher's Certificate are required to take this course, which will cover a wide range of regulatory, professional, and curricular concerns that derive from the legal basis of education in Ontario. Topics will include: the Education Acts and Regulations of the Province of Ontario; the organization of provincial and local systems of education; power and duties of the various education authorities; functions and ethics of professional organizations; curriculum guidelines and curriculum development.

Programs in Technological Studies

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools. This program is also offered in two spring sessions.

Ontario Teacher's Certificate

Candidates with Canadian citizenship who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate. Candidates with permanent resident status who meet all requirements of the program may be recommended to the Ministry for a Temporary Letter of Standing valid for six years.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who, within five years subsequent to receiving this Diploma, submit to the Chairman of the Department of Technical and Industrial Arts proof of having been granted an approved degree from an accredited university.

Applicants must meet the following admission requirements:

1 Grade 12 graduation, or the successful completion of courses considered by the Ministry to be its equivalent;
2 One of:
   - five years of wage-earning business or industrial experience related to an approved area of technological studies (see below), or
   - a combination of post-grade 12 education related to the relevant area or areas of technological studies, and business or industrial experience that totals five years, including at least two years of wage-earning experience in the relevant areas of technological studies, no less than sixteen months of which is continuous employment.
3 Proof of competence in one area of technological studies at both the basic and related advanced level, or in two areas of technological studies, both at the basic level.

Areas of Technological Studies

Basic Level	Advanced Level
Business	*Business*
Clerical Practice	Clerical Practice
Merchandising	Merchandising
Warehousing	Warehousing
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration, Air Conditioning, Heating	Refrigeration*
	Air Conditioning*
	Heating, Ventilation
Trowel Trades	Plaster
	Concrete
	Masonry
Woodwork	Carpentry
	Cabinet Making
Electrical	*Electrical*
Electricity	Electricity — Installation & Maintenance*
	Electrical Theory & Test †
Electronics	Electronics — Computer †
	Electronics — General †
Food Services	*Food Services*
Food Services	Baking Food Services
	Commercial Food Services
	Domestic Food Services†

(continued overleaf)

Spring Program

Basic Level	Advanced Level
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Arts
Horticulture	*Horticulture*
Horticulture - General	Horticulture - General†
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop
Power Transmission & Control	Industrial Physics†
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Industrial Arts	Industrial Arts
Project Design	Project Design
Music	*Music*
Music	Music - Instrumental
	Music - Vocal
Natural Resources	*Natural Resources*
Natural Resources Management	Natural Resources Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
	Barbering*
Home & Family Care	Home & Family Care†
Hospital Services	Hospital Services†
Textiles	*Textiles*
Textile Maintenance (Dry-cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

*Requires Ministry of Colleges and Universities Certification of Qualification.

†Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.

The one-year program offered in the fall and winter terms may also be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate *or*, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 45-48.

Application Procedure

Full application instructions with details on admission may be obtained from the Chairman of the Department of Technical and Industrial Arts. Completed applications should be received by the Department not later than August 14, accompanied by:

- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name

Technical Proficiency Examinations

Candidates will be required to pass both the theory and practical examinations designed to test their attainments as skilled workers in the subjects concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

Program of Studies

The Program has five components:
- Teaching Options
- Foundations
- Complementary Studies
- School Law in Ontario
- Practice Teaching

Details of Courses

In each case, the numeral in brackets indicates the number of lecture hours per week.

Teaching Options

1010 Principles and Methods of Teaching Technological Studies (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

1030 Teaching a Related Subject in Technological Studies (3 hours)
An introduction to the cognitive and psychomotor skills necessary to teach a second technological studies subject safely and effectively through the basic level. Practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies.

5020 Special Education in Technological Studies (4 hours)
An overview of education for the learning disabled, the emotionally disturbed, the culturally deprived, the intellectually exceptional, and the slower learner. Teaching strategies, organization, and program development in technological studies will be covered. Practice teaching experiences directly related to the course will be scheduled in selected schools. On successful completion of this course, a candidate may be recommended for an additional qualification, Part I of the three-session Specialist course in Special Education.

Foundations

3030 Curriculum Development for Technological Studies (2 hours)
A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

3050 Psychology Applied to Teaching Technological Studies (2 hours)
An introductory course designed for teachers of technological studies, with special reference to the application of educational psychology in the classroom. Areas explored include development and adjustment, motivation, intelligence and its

measurement, and the learning process, with stress on motor learning. Theoretical approaches are examined in terms of their practical applications.

3070 History and Philosophy of Technological Studies (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by such thinkers as Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, and Whitehead. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Complementary Studies

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

School Law in Ontario

6010 School Law in Ontario (1 hour)
All candidates proceeding to the Ontario Teacher's Certificate are required to take this course, which will cover a wide range of regulatory, professional, and curricular concerns that derive from the legal basis of education in Ontario. Topics will include: the Education Acts and Regulations of the Province of Ontario; the organization of provincial and local systems of education; powers and duties of the various education authorities; functions and ethics of professional organizations; curriculum guidelines and curriculum development.

Practice Teaching

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to make them up at the end of the session.

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.)

1 Basic Level

a For applicants, with O.T.C. qualifications in technological studies, who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.
b For applicants who have the O.T.C. without qualifications in technological studies, but with one of
- five years of wage earning business or industrial experience in an approved area of technological studies, *or*
- a combination of post-grade 12 education related to the selected area or areas of technological studies and business or industrial experience that totals five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment*

2 Advanced Level

For applicants with O.T.C. qualifications in technological studies who produce evidence of twelve months of business or industrial experience in the area for which the advanced level qualification is sought.

3 Honour Technological Studies Specialist

For applicants with O.T.C. qualifications in technological studies, who have

a entries on the Ontario Teacher's Qualifications Record Chart indicating qualifications in at least
- three of the Technological Studies subjects listed on pages 31-32 including at least one at both the basic and the advanced level, *or*
- four of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Industrial Arts, Media, Multiculturalism in Education, Special Education, and Visual Arts.

b two years of successful teaching experience in technological studies in Ontario
c one year's full-time post-secondary education or equivalent

*Candidates must pass written and practical examinations to test their skills in the subjects concerned.

Institute of Child Study

Inquiries concerning courses at the Institute of Child Study should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto M5R 2X2.

The Institute of Child Study is a centre of professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 110 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study – the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953, the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971, the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

Programs Leading to the Diploma in Child Study

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Early Childhood Education.

Child Assessment and Counselling

Two-Year Program
Candidates must successfully complete eleven full courses, including all required courses. Program requirements may be modified for students with prior professional training and experience.

Early Childhood Education

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Parts I and II of the Specialist Certificate in Primary Education must pass course 6010 *School Law in Ontario.*

One-Year Program
Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years' successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist Certificate.

Part-Time Program
The one-year program is also offered to qualified candidates on a part-time basis. This program can normally be completed over a period of two winters and one summer. For details see the F.E.U.T. Office of Continuing Education *Prospectus.*

Academic Requirement for Admission

An approved degree with at least a *B* standing from an accredited degree-granting institution.

Application Procedure

Applications, on forms obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits

Conditions for Final Standing

To be recommended for the Diploma in Child Study, a candidate must attain at least:
- a Credit [*CR*] in each practicum course
- an overall *B* average for all other courses with a minimum of a *D* grade in any one course.

To be recommended for the Ontario Teacher's Certificate, a candidate in Early Childhood Education must attain, in addition to the Diploma requirements, at least a Pass grade in the compulsory course *School Law in Ontario.*

Grades in practicum courses will be recorded as Credit *(CR)*/No Credit *(NCR).*

Grades in all other courses will be recorded in the grade scale of *A,B,C,D,FX.*

The relationship of the grade, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Teaching Options and Foundation Courses

Letter Grade Scale	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	80 - 100	*87*
B	*Good*	70 - 79	*75*
C	*Adequate*	60 - 69	*65*
D	*Marginal*	50 - 59	*55*
FX	*Inadequate*	0 - 49	*25*

Fees (See page 48)

Early Childhood Education

Grade Scale for Complementary Studies and School Law

Grade	Letter Grade	Grade Meaning
Honours	*(H)*	*Outstanding*
Pass	*(P)*	*Satisfactory*
Fail	*(FL)*	*Unsatisfactory*

Grade Scale for Practicum

Grade	Letter Grade	Grade Meaning
Credit	*(CR)*	*Pass*
No Credit	*(NCR)*	*Fail*

On successful completion of this program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. (See page 20). Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three- and four-year olds in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year

2120 Introduction to Early Childhood Education
2121 Observation and Assessment of Young Children
2122 Curriculum Design and Implementation Part I
2124 Teaching Practicum
One elective see below

Second Year

1003 Socialization, Social Development, and Family Life
2223 Curriculum Design and Implementation Part II
2230 Programming for Young Children
2231 Advanced Teaching Practicum
One elective see below

Electives

1002 Child Development
1004 Prenatal and Infant Development
1011 Exceptional Children
4060 Seminar and Practicum in Infant Care (second year only)
4062 Independent Study
4065 Day Care and Nursery School Administration
A Complementary Studies course from the B.Ed. program (see pages 26-30)

NOTE: All students proceeding to the Ontario Teacher's Certificate must also take the following course in either first or second year: 6010 *School Law in Ontario.*

Child Assessment and Counselling

Details of Courses

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. A placement of two days per week in a school or clinical setting is required in the second year to permit the practice of the theories and techniques studied.

First Year

1002 Child Development
3140 Assessment of Children's Intellectual Functioning
3141 Assessment of Children's Emotional Functioning (half course)
3142 The Child in Educational Settings
3143 Family Dynamics
3144 Introduction to Facilitative Interviewing (half course)
One elective see below

Second Year

3250 Principles of Child Management (half course)
3251 Selected Topics in Clinical Practice
3252 Counselling Individuals and Families (half course)
3253 Theories of Counselling (half course)
3255 Seminar and Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
One elective see below

Electives

1004 Prenatal and Infant Development
1006 Theories of Human Development
1011 Exceptional Children
4061 Seminar and Practicum in Infant Assessment (second year only)
4062 Independent Study

1002 Child Development
An overview of child development, what influences it, and the changes that take place. A brief review of research techniques and statistics will be provided. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

1003 Socialization, Social Development, and Family Life
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

1004 Prenatal and Infant Development
An examination of conditions during the prenatal and infant period of development that will have an impact on later behaviour. Normal development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored. Students will observe infants in various settings, including the Institute's Parent-Infant Centre.

1011 Exceptional Children
A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

2120 Introduction to Early Childhood Education
An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

2121 Observation and Assessment of Young Children
A course designed to help students gain competence in observing, recording, and assessing children's behaviour and development in diverse educational settings. Students will plan learning experiences for children based on these observations and assessments.

2122 Curriculum Design and Implementation, Part I
A study of educational techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children from ages three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

2124 Teaching Practicum
Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement after the end of academic classes.

2223 Curriculum Design and Implementation, Part II
A study of educational techniques, and the role of the teacher in designing, evaluating and implementing curricula for children from ages three to twelve in the areas of the Arts (visual arts, music, physical education, and drama), and Environmental Studies.

2230 Programming for Young Children
A course designed to familiarize students with various approaches to early childhood education, their underlying philosophies and assumptions. The implications of these approaches for programming will be studied.

2231 Advanced Teaching Practicum
An opportunity to design and implement a program for children aged three to five who are attending the Institute's laboratory school. Students will also develop skills in assessing and reporting children's progress, and in interacting with parents. Further practice will be provided in kindergarten, primary, and special education settings in either public or separate schools.

3140 Assessment of Children's Intellectual Functioning
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

3141 Assessment of Children's Emotional Functioning (half course)
An introduction to theories and methods of assessing emotional functioning. Clear and effective report writing is emphasized.

3142 The Child in Educational Settings
An opportunity, in seminars and practicum, for students to learn to understand and interact effectively with children and teachers in the learning-teaching process. Emphasis will be on achieving competence in communication, observation, developmental assessment, and report-writing skills. Each student will spend time in two different educational settings, including the Institute's laboratory school.

3143 Family Dynamics
A study of approaches to family structure, functions, and values as articulated by various theorists. Different approaches to parent education, and their implications for child rearing will be examined. Students will participate in class discussions on family values and dynamics, and will conduct a structured interview with a family.

3144 Introduction to Facilitative Interviewing (half course)
An introduction to basic concepts of interpersonal theory. Through the use of video- and audio-taped interviews, students will become aware of attitudes and actions that may help or hinder them in relating to people seeking assistance with personal problems.

3250 Principles of Child Management (half course)
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

3251 Selected Topics in Clinical Practice
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics include: values in counselling; the ethics of therapy; meaning and use of defence mechanisms; dreams in Freudian, Jungian, and Gestalt theory; adolescence; addictions.

3252 Counselling Individuals and Families (half course)
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

3253 Theories of Counselling (half course)
An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of a selected group of theorists will be presented in lectures followed by demonstration films and discussion.

3255 Seminar and Practicum in Assessment and Counselling
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 Rorschach Analysis (half course)
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

4060 Seminar and Practicum in Infant Care
An exploration of recent research that has implications for infant care. An eight-week practicum over the two-year period gives opportunities for students to become familiar with infant care programs. Knowledge of infant development is used to assess programs in day care and in homes. An infant stimulation program will be developed by students, and mental health studied and assessed by use of the Flint Infant Security Scale. Practicum will be arranged in the Institute's Parent-Infant Centre.
Prerequisite: Course 1004 or equivalent.
Students planning to take this course should arrange for one placement in an infant care setting in their first year.

4061 Seminar and Practicum in Infant Assessment
A course designed to acquaint students with recent research and theory on infancy. Some knowledge of infant behaviour is gained through limited participation in day care or in the Institute's Parent-Infant Centre. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will learn to use one standard developmental test, as well as the Flint Infant Security Scale. An infant stimulation program will be developed by students, and ways of promoting the mental health and learning of infants will be discussed.
Prerequisite: Course 1004 or equivalent.

4062 Independent Study
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

4065 Day Care and Nursery School Administration (2 hours)
This course is designed for students who are interested in the problems and possibilities of day care and nursery schools, such as the establishment and operation of centres, relations between centres, parents, and schools, and the effects of day care.

Continuing Education

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, one-session, three-session specialist, and honour specialist courses. These courses are offered in the summer session and winter evening session.

One-session Divisional
These courses are offered to holders of an approved university degree and the Ontario Teacher's Certificate, who wish to acquire qualifications in an additional area:

- Primary
- Junior
- Intermediate
- Senior

One-session Technological Studies-Basic Level
These courses at the basic level are offered to holders of the Ontario Teacher's Certificate with qualifications in technological studies or with the requisite amount of work experience.

One-session
These courses are offered to holders of the Ontario Teacher's Certificate who wish to acquire qualifications in the following areas:

- Associate Teacher
- Childhood Education
- Law

Three-session Specialist
These courses are offered to holders of the Ontario Teacher's Certificate. In the case of Primary, Junior, and Intermediate Education, applicants must also hold the basic qualifications for the division concerned.

- Business Education
- Computers in the Classroom
- Co-operative Education
- Dramatic Arts
- English as a Second Language
- Environmental Science
- French as a Second Language
- Guidance
- Home Economics
- Industrial Arts
- Intermediate Education
- Junior Education
- Librarianship
- Media
- Multiculturalism in Education
- Music — Instrumental
- Music — Vocal (P/J)
- Music — Vocal (I/S)
- Physical and Health Education (P/J)
- Physical and Health Education (I/S)
- Primary Education
- Reading
- Special Education
- Visual Arts

One-session Honour Specialist
These courses are offered to holders of the Ontario Teacher's Certificate, who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the honour specialist qualification.

Biology
Chemistry
Computer Science
Dramatic Arts
Economics
English
Environmental Science
French
Geography
Geology
German
History
Home Economics
Italian
Man in Society
Mathematics
Music
Physical and Health Education
Physics
Political Science
Science
Spanish
Visual Arts

NOTE: There are prerequisites for admission to the one-session divisional, one-session Technological Studies — Basic, three-session specialist, and honour specialist courses. For information on prerequisites in specific programs, see Details of Courses and also the Faculty of Education's Continuing Education *Prospectus*.

Application

Continuing Education
Faculty of Education
(978-2316)

July 4 - July 29

Additional Basic Qualifications

One-session
Primary Division
Junior Division
Intermediate Division
Business Education, Dramatic Arts, English, French, Geography, History, Home Economics, Mathematics, Music: Vocal, Physical Education, Science, Visual Arts
Senior Division:
Business Education, Computer Science, Dramatic Arts, English, French, Geography, History, Home Economics, Man in Society, Mathematics, Music: Vocal, Physical Education, Science, Visual Arts
Technological Studies
Intermediate/Senior

Additional Qualifications

One-session Honour Specialist
Biology, Chemistry, Computer Science, Dramatic Arts, English, Environmental Science, French, Geography, Geology, History, Home Economics, Man in Society, Mathematics, Music, Physical and Health Education, Physics, Science, Technological Studies, Visual Arts

One-session

Law

Summer Session, 1982

Three-Session Specialist

Business Education:
- Accountancy
- Data Processing
- Marketing/Merchandising
- Secretarial

Computers in the Classroom
Co-operative Education
Dramatic Arts
English as a Second Language
Environmental Science
French as a Second Language
Guidance
Home Economics
Industrial Arts
Junior Education
Librarianship
Media
Music:
- Vocal, Primary/Junior
- Vocal, Intermediate/Senior
- Instrumental

Physical and Health Education:
- Primary/Junior
- Intermediate/Senior

Primary Education
Reading
Special Education
Visual Arts

Winter Evening Session 1983-84

One-session Divisional

Mathematics, Intermediate
Physical and Health Education, Intermediate
Physical and Health Education, Senior
Technological Studies

Three-session Specialist

Computers in the Classroom	Parts I, II
Co-operative Education	Parts I, II
Dramatic Arts	Parts I, II
English as a Second Language	Parts I, II
Environmental Science	Part I
French as a Second Language	Parts I, II, III
Guidance	Parts I, II
Industrial Arts	Parts I, II
Junior Education	Parts I, II, III
Librarianship	Parts I, II
Music — Instrumental	Parts I, II
Music — Vocal P/J	Parts I, II, III
Physical and Health Education P/J	Parts I, II, III
Physical and Health Education I/S	Parts I, II, III
Primary Education	Parts I, II, III
Reading	Parts I, II, III
Special Education	Parts I, II, III
Visual Arts	Parts I, II

One-session Honour Specialist

Physical and Health Education

A music class

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specializations are currently available in English, Geography, Mathematics, Physics, and School Librarianship.

Admission Requirements

1 A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.
2 At least three years of successful teaching experience.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows
- two integrated courses
- one special course in educational aspects of the core discipline
- one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time study basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent may be taken in any one session.

Inquiries

English Specialization
Professor R. Shephard (416) 978-3288

Geography Specialization
Professor R. Baine (416) 978-3435

Mathematics Specialization
Professor L. Ridge (416) 978-3235

Physics Specialization
Professor W. Andrews (416) 978-3246

School Librarianship Specialization
Professor R. Smith (416) 978-3242

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto
M5S 1A1

Faculty and University Information

Attendance

Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registration cancelled at any time by the Council.

Grading Practices

During the first week of each course, instructors will inform the class, both orally and in writing, of their evaluation procedures, and will provide:

- a list of all assignments, with their due dates;
- the weighting factor or percentage allotment for each course requirement;
- a statement on the procedure used to determine final grades;
- a description of the format and nature of the final examination (where applicable).

After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of a majority of the students enrolled in the course, and the approval of the Dean's Committee on Grading Practices.

Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students, with time for its discussion.

Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

All final course grades submitted by instructors will be reviewed by a Dean's committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

Conditions for Final Standing

Candidates will be evaluated on all five parts of the program: Teaching Options, Foundations, Practice Teaching, Complementary Studies, and the compulsory course, *School Law in Ontario.*

Grades in the Teaching Options and Foundations will be reported in the grade scale of *A, B, C, D, FX.* Grades in the Complementary Studies course and in *School Law in Ontario* will be reported in the grade scale of Honours/Pass/Fail *(H/P/FL).* Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. A final Pass grade will be recorded on transcripts as a Credit *(CR)* and a final Fail grade as a No Credit *(NCR).*
The relationship of the grade, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Teaching Options and Foundation Courses

Letter Grade Scale	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	*80 – 100*	*87*
B	*Good*	*70 – 79*	*75*
C	*Adequate*	*60 – 69*	*65*
D	*Marginal*	*50 – 59*	*55*
FX	*Inadequate*	*0 – 49*	*25*

Grade Scale for Complementary Studies and School Law

Grade	*Letter Grade*	*Grade Meaning*
Honours	*(H)*	*Outstanding*
Pass	*(P)*	*Satisfactory*
Fail	*(FL)*	*Unsatisfactory*

Grade Scale for Teaching

Grade	*Letter Grade*	*Grade Meaning*
Credit	*(CR)*	*Pass*
No Credit	*(NCR)*	*Fail*

To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must attain:

1 a minimum of *C* average in each of the following parts of the program:
   - *Teaching Options**
   - *Foundations*

2 a minimum of *D* grade in each course in:
- *Teaching Options*
- *Foundations*

3 an Honours or Pass grade in:
- *the Complementary Studies course*
- *School Law in Ontario*

4 a Credit *(CR)* in:
- *Practice Teaching*†

* The average in Teaching Options for Junior/Intermediate candidates will be determined by assigning to the Junior course twice the weight of an Intermediate course.

†To be recommended for the Bachelor of Education degree or the Diploma in Technical Education, a candidate must receive a Pass in all four sessions of practice teaching. Currently practice teaching in the Faculty consists of four sessions of eleven days each. A candidate who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching after the completion of the academic year, subject to review and approval by the Practice Teaching Department. This opportunity will be given only once. A candidate who receives a Fail in more than one session of practice teaching will receive a final grade of *NCR* (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario Teacher's Certificate. Such a candidate will not be given the opportunity to do any supplementary practice teaching to raise the grade.

Supplemental Privileges

A candidate may be granted supplemental privileges in a course in which an *FX* or *FL* has been received. This privilege is limited to a maximum of two courses, of which only one may be a Teaching Option.

A candidate who receives a *D* grade in a Teaching Option or Foundations course may be granted supplemental privileges in that course if the *D* grade has reduced the average in that part to less than *C*.

There are no supplemental privileges for the Practice Teaching part of the program.

Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

A candidate granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

1 by taking an examination during August,
2 by otherwise satisfying the requirements of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree and the Ontario Teacher's Certificate.

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Appeals

There is a five-stage appeals procedure. In the first instance, the appeal should be made to the instructor concerned. If this fails to satisfy, successive appeals may be made, until the problem is resolved, to the following:

- the department chairperson
- the Appeals Committee of the Faculty Council
- the Divisional Committee of the Faculty
- the Academic Appeals Board

An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than six months after the decision from which the appeal is being taken has been communicated in writing to the appellant.

At the first three levels, appeals must be initiated within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may be obtained from the Registrar's office.

Results Withheld

Students who have not paid their fees or residence dues in full or who have outstanding library dues or bookstore accounts at the end of the session will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their diplomas or recommendations for any Ministry of Education teaching certificates until payment is made.

Transcripts

Transcripts of academic record can be obtained from the Faculty Registrar's Office on payment of a fee.

Withdrawal

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed 'Withdrawal from the University' form is submitted to the Registrar

before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Access to Student Academic Records

In accordance with the *Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto,* students may obtain access to their academic records upon written request to the Registrar of the Faculty. The full text of this Policy is available in the Registrar's office.

1 *Access by a student*

i A student may examine and have copies made of his/her academic record, with the exception of that portion of the record which deals with his/her application for admission to the academic division concerned.

ii A student's request to examine any part of his/her official student record shall be made in writing and shall be complied with by the responsible authorities within 30 days of receipt of the request.

iii A student has the right to challenge the accuracy of his/her academic record, with the exception of the material specifically excluded in *i* above, and to have his/her official student academic records supplemented with comments, so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments would not necessarily appear on official academic reports such as the transcript or the grade report.

2 *Access by University staff*

Members of the teaching and administrative staff of the University shall have access to relevant portions of a student's academic records in the performance of their duties.

3 *Access by U. of T. student organizations*

Student organizations in the U. of T. may have access to all information available freely to persons outside the University (see below), and to the residence address and phone number of the student.

4 *Access by others*

i By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all inquirers:

- The academic division(s) and the session(s) in which a student is or has been registered
- degree(s) received and date(s) of convocation.

ii Any other information contained in the academic record of a student may be released to other persons and agencies only with the student's prior expressed written consent, or on presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, or otherwise under compulsion of law. A record shall be kept of permissions granted to any persons or agencies outside the University for access to a student's academic record.

iii General statistical material drawn from academic records not disclosing the identities of students may be released for research and informational purposes by the academic division maintaining these records.

5 *Custody of student academic records*

Academic records are normally under the custodial responsibility of the academic divisions. Fifty years after a student has ceased to be registered, all records that have been retained by any division or office of the University become the responsibility of the University Archivist, and become open to researchers authorized by the U. of T.

University Discipline

1 *Academic*
The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, the evaluation of a student's work by irrelevant criteria, etc. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Affairs Committee of the Governing Council.

2 *Discipline in non-academic matters*
The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern to the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Students		New Visa Students
Academic fee	$1102.50	
Campus services	111.00	Fee
Student society fees	32.25	available
Total fee payable	1245.75	on
First instalment due Sept. 7*	805.00	request

*A $50 deposit must be paid by applicants before final confirmation of admission, and will be deducted from the total fee, or first instalment.

Technological Studies Spring Session (May - August)		New Visa Students
Academic fee	$551.25	Fee
Incidental fees	20.50	available
Total fee payable, due May 2	571.75	on request

NOTE:

1 At least the first instalment of fees must be paid before a student card will be issued.
2 Commencing September 20 all outstanding balances, regardless of source of payment, are subject to a service charge of 1½% per month compounded on the 15th of each month beginning in October, until the account is paid in full.
3 A special fee of $10 will be collected on the first day of the course *Outdoor Education* 5200, to defray the cost of field trips.
4 Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Supplemental Examinations	
For each supplemental examination in any course	$20.00

Part-time Students		New Visa Students
Academic fee, full course	$220.50	Fee available
Regular session incidental fees	20.50	on request

Ontario Student Assistance Program

The components of the Ontario Student Assistance Program are as follows:

The Ontario Study Grant Plan
Non-repayable grant assistance to students from less affluent families, normally for their first four years of post-secondary education.

The Canada Student Loans Plan
Need-tested loan assistance up to and including the doctoral level of study.

The Ontario Student Loans Plan
Need-tested loan assistance available to students to supplement the Canada Student Loans Plan.

The Ontario Special Bursary Plan
Grant assistance for particularly needy part-time students. There will continue to be an upper limit on the number of courses that a student can take (three university courses or their equivalent), and students will not be able to receive financial assistance from both this program and the Ontario Study Grant Plan at the same time.

All students who are attending the University of Toronto may qualify for aid under one or more of these plans, provided they satisfy the residency requirements as outlined in the Ontario Student Assistance brochure, and demonstrate financial need. Students wishing to apply under the Ontario Student Loans Plan can do so on the same application form. Students intending to apply under the Ontario Special Bursary Plan should contact the Office of Student Awards directly at 978-2204 to arrange a personal interview.

Application forms and brochures for the above assistance plans can be obtained from the Office of Student Awards, University of Toronto, Room 107, Simcoe Hall, Toronto M5S 1A1 or from the Office of the Registrar, Faculty of Education.

Bursaries for Second-Language Teachers
Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary
The Council of the Faculty of Education offers bursaries with a maximum value of $500 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The Bursary is intended to supplement the student's own resources, including government assistance.

R.D. Phillips Memorial Loan Fund
This loan fund was established by contributions made by Technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R.D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department, who demonstrate financial need. Applications should be made to the Chairman of the Department.

University of Toronto Alumni Association Loan Fund
Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 47 Willcocks Street, Toronto M5S 1A1 (978-2366).

Awards and Honours

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. Each will receive a bronze sculpture of a young person gazing in wonder at an object – a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character.'

Award for Outstanding Contribution to the Life of the Faculty

The students and staff of the Faculty of Education annually recognize a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty. The award is made in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973-74. For it, the same sculpture as that for the Awards of Honour will be presented.

Dean's Honour List

Recognition is given annually to those graduates who have attained an *A* in each Teaching Option and Foundations course, Honours in Complementary Studies and *School Law in Ontario* and Credit in Practice Teaching.

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the Institute of Child Study. A total of $1000 to be awarded annually to one or two candidates for the Diploma in Child Study, on the basis of scholastic attainment; financial need may be a consideration. Selection to be made by the Awards Committee of the Institute of Child Study. Applications not required.

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $2000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Memorial Award

Offered by Mrs. M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. This award is intended to recognize annually a student enrolled in the Guidance course in the one-year Bachelor of Education program, and is based on scholarship, teaching ability, and potential contribution to the development of guidance and counselling. The recipient of the award (value $400) must satisfy the Dean and the Chairman that the funds will be devoted to furthering his or her education in this field by travel, study, or research.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R.D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of this Department. It is awarded annually to the student in the Technological Studies Program who achieves the highest academic average.

The A.P. Seggie Memorial Award

The Ontario Business Education Association each year honours the most outstanding candidate in Business Education. The plaque awarded is a memorial to Professor Alexander P. Seggie who was Director ot the Business Education Department prior to his retirement in 1974. Applications are not required.

Don Wright Scholarship in Vocal Music

The Don Wright Charitable Foundation has established a scholarship in the amount of $500 to be awarded annually to a student enrolled in music who has a strong interest in developing young voices in the grades of the junior and intermediate divisions.

Don Wright Scholarship in Music Education

The Don Wright Charitable Foundation has established a scholarship in the amount of $600 to be awarded annually to a student enrolled in music who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Faculty Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, an educational media centre with a television studio, a theatre studio, and a computer centre.

The Library houses a collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. Its collection of mounted pictures, filmstrips, slides, recordings, and kits is available to students for use both at the Faculty and in their practice teaching assignments. Facilities for previewing audiovisual aids are provided.

The Faculty's Health Centre, with a registered nurse in charge, offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

A speech consultant offers weekly classes in developing projection and variety of the voice. Students unable to attend these classes because of timetable conflicts may arrange for individual consultations.

Faculty of Education Student Union

The Student Union is concerned with all matters pertaining to students of the Faculty. It organizes extracurricular activities for the students, and acts on their behalf in any matter that may arise relating to the Faculty program. To provide continuity of organization in student affairs, it maintains a year-round office at 703 Spadina Avenue.

Through this government, all students have voting members on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

Guidance Centre

The Guidance Centre publishes and distributes standardized tests, books, and periodicals related to general education, occupational information monographs, and other educational materials for teachers and guidance counsellors.

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study,and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Welcome to University of Toronto.* This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsman, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service: Lists of rooms, apartments, and houses for immediate occupancy are displayed in the Housing Service offices. Information on and applications for unfurnished apartments at 30 and 35 Charles St., designed to accommodate married students, may be obtained from the Housing Service, 49 St. George St., Toronto M5S 1A1.

Other accommodation: Tartu College, a private student residence, offers accommodation for single students. Inquiries should be addressed to Tartu College, 310 Bloor St. West, Toronto M5S 1W4 (925-9405).
Campus Co-operative Residence, Inc. offers accommodation for graduate and undergraduate students. Address inquiries to 395 Huron St., Toronto M5S 2G5 (979-2161).

Career Counselling and Placement: The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

Officers of the University

Chancellor
G. Ignatieff, CC., M.A., LLD., D.C.L., D.LITT.

Chairman of the Governing Council
J.A. Whitten, B.A.Sc., P.Eng.

President
D.F. Forster, B.S., A.M.

Vice-President and Provost
D.W. Strangway, M.A., PH.D., F.R.S.C.

Vice-President (Research and Planning) and Registrar
D.M. Nowlan, B.SC., B.A., M.A., PH.D.

Vice-President, Business Affairs
A.C. Pathy, B.A.SC.

Vice-President, Personnel and Student Affairs
W.E. Alexander, B.S.P., M.SC., PH.D.

Vice-President, Institutional Relations
D.G. Ivey, M.A., PH.D.

Secretary of the Governing Council
J. Dimond, M.A., PH.D.

Vice-Provost
R.N. Wolff, B.Sc., M.B.A., D.B.A.

Chief Librarian
Marilyn J. Sharrow, B.S., M.A.L.S.

University Ombudsman
E. Hoffman, B.A.

Acting Director of the Advisory Bureau
D.M. Graham, M.A., PH.D.

Director of Alumni Affairs
E.B.M. Pinnington, B.A.

Director of Athletics and Recreation
G.W. Chapman, (Phys. Ed.), M. Sc.

Director of Career Counselling and Placement Centre
R. Frankle, B.A.

Warden of Hart House
R.M.H. Alway, M.A., PHIL.M.

Director of Housing Service
S. Mason, B.A.

Director of International Student Centre
E. Paterson, B.A.

Director of Student Awards
P.S. Phillips, B.A., C.A.

Director of Student Record Services
M.S. Lippard, M.A.

Director of Student Services
E.A. McKee, M.A.

Director of University Health Service
G.E.Wodehouse, M.C., M.D., F.R.C.P.(C), M.R.C.P.

Award Winners

Awards of Honour, 1982

Primary/Junior Award of Honour . . . . . Catherine Janet Roper
Junior/Intermediate Award of Honour . . . . . Ellen Karp
Intermediate/Senior Award of Honour . . . . . Geraldine Margaret Murphy

Award for Outstanding Contribution, 1982

Award for Outstanding Contribution
to the Life of the Faculty . . . . . William Everett Larose

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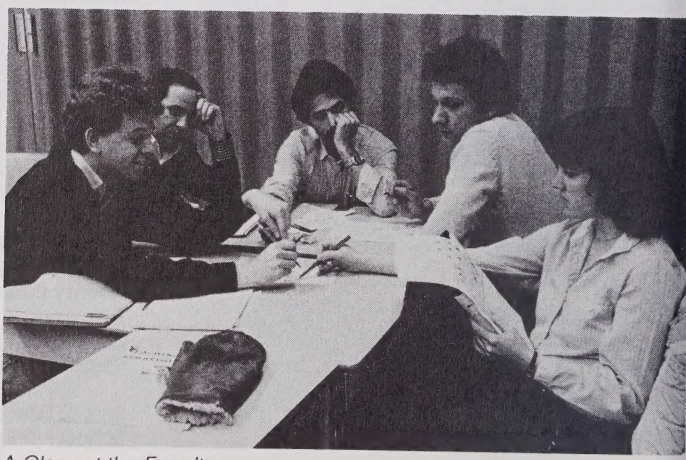

A Class at the Faculty

Photographs by Ron Wood

1983

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Faculty of Education

University of Toronto

Calendar

1984/85

Notice

Curriculum

At the time of printing, the courses described in this calendar are those intended to be offered in the academic year 1984-85. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but this cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course described in this calendar in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7

Admissions
416-978-5577

Continuing Education
416-978-2316

Institute of Child Study
416-978-3457

Technical and Industrial Arts
416-978-3199

Faculty of Education

University of Toronto

Calendar

1984/85

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6 Faculty Staff 1983-84
8 History and Function of the Faculty
9 Full-Time Programs
9 Admission
10 Bachelor of Education Degree
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The Faculty of Education

Sessional Dates 1984-85

1984

July 3 — 27	Summer Session
September 5, 6, 7	Registration B.Ed. Program
September 10	Classes begin
September 21	Last day for course changes
October 8	Thanksgiving Day — Faculty closed
October 12	Practice Teaching Orientation
October 15 — 26	Practice Teaching
November 9	Practice Teaching Orientation
November 12 — 23	Practice Teaching
December 5	Employment Day — no classes
December 14	Classes end
December 18 — 21	Examinations
December 24 — January 1	Faculty closed

1985

January 7	Classes resume
January 16	Second instalment of fees due
January 14 — 25	Annual Student Art Exhibition
February 8	Practice Teaching Orientation
February 11 — 22	Practice Teaching
February 25 — March 1	Reading Week
March 4 — 8	Annual Children's Musical
March 21	Practice Teaching Orientation
March 22 — April 4	Practice Teaching
April 5	Good Friday — Faculty closed
April 19	Classes end
April 22, 23	Study Days
April 24 — May 1	Examinations

Faculty of Education Staff 1983-84

Dean
J.W. MacDonald, M.A., ED.D.

Vice-Dean
W.G. London, B.A., ED.M.

Associate Dean
M.A. Millar, B.A., B.P.E., M.ED.

Registrar
C.J. Lundy, B.A.

Admissions and Universities Liaison Officer
G.A. Whyte, B.A., B.J.

Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
H.O. Barrett, C.D., B.A., D.PAED., F.O.T.F.
G.H. Boyes, M.A.
W.B. MacLean, M.A.
J.M. Paton, M.A., D.PAED., F.C.C.T.
A.F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
G.E. Tait, B.A., B.PAED., ED.D.

Art Education
A.M. Emerson, M.A. *Associate Professor*
R. Sramek, B.A., M.A.E. *Associate Professor*

Business Education
R.B. Wilson, B.COM., M.S.T. *Associate Professor*
B.E. Conchie, B.A. *Associate Professor*

Computer Services and Staff Development
L.J. La Fave, B.ED., M.B.A. *Professor*

Computer Studies
D.W. Garth, B.COM. *Associate Professor*
G.D. Milbrandt, B.S.ED., M.ED. *Associate Professor*

Counsellor Education
P.A. Manuel, B.A., M.ED. *Associate Professor*
B.R. Eardley, B.S., M.ED. *Associate Professor*

Dramatic Arts
D.W. Booth, B.A., M.ED. *Professor*
C.J. Lundy, B.A. *Tutor*

Educational Administration
A.T. Sheehan, M.ED., PH.D., F.C.C.T. *Professor*
V.K. Gilbert, B.SC., M.ED., PH.D. *Professor*
M.F. Grapko, M.A., PH.D. *Professor*
J.D. Wood, M.A., PH.D., A.R.C.T. *Professor*
R.A. Martin, B.A.SC., M.ED., PH.D. *Associate Professor*

Educational Psychology
D.S.J. Shackel, M.A., PH.D. *Professor*
R.W. Dent, M.A., PH.D. *Professor*
S.L. Kong, B.A., M.ED., LL.D., PH.D., C.M. *Professor*
C. Tan-Willman, B.S.E., M.A., PH.D. *Professor*
C.C. Brodeur, M.A., M.A.(Phil), PH.D. *Associate Professor*
A.B. Durell, M.A., PH.D. *Associate Professor*

Educational Research and Graduate Studie
J.W. Greig, B.A., M.ED., ED.D. *Professor*

Elementary Education
G.W. Hunt, B.A.,M.ED.,ED.D. *Associate Professor*
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Professor*

English
R.T. Shephard, B.A., M.ED., ED.D. *Professor*
J.L. Aitken, M.A., PH.D. *Professor*
A.C. Coman, M.A.(Edin), M.A. *Professor*
R.S. Harris, PH.D. *Professor*
R.J. McMaster, B.A., B.ED. *Professor*
J.H. Stevens, M.A. *Professor*
A.A. Bowers, B.A., M.ED. *Associate Professor*
J. Laird, B.A. *Associate Professor*
H. Stollery-Cronin, B.A. *Tutor*

Geography
R.P. Baine, M.A. *Professor*
U. Elliott, M.A. *Professor*
W.E. Sager, C.D., B.A. *Professor*

Guidance Centre
S.J. Totton, B.A. *Manager*

History and the Social Sciences
L.R. Hill, M.A. *Associate Professor*
G. Smith, M.A. *Professor*
R.W.P. Bowles, B.A. *Associate Professor*
J.D. Thexton, M.A. PH.D. *Associate Professor*

History, Philosophy and Sociology of Education
K.A. McLeod, B.A., M.ED., PH.D. *Professor*
G.W. Bancroft, B.A., M.ED., PH.D. *Professor*
L.J. Stott, B.ED., PH.D. *Professor*
T.W. Goodenough, M.A. *Associate Professor*
R. Pike, B.S.W., M.A., PH.D. *Associate Professor*
S.T. Rusak, B.A.,M.ED.,PH.D. *Associate Professor*

Home Economics
A.M. Warner, B.A., M.S. *Associate Professor*
H.A. Yeager, B.H.SC., M.ED. *Associate Professor*
M. Villers, M.A. *Assistant Professor*

Institute of Child Study
A. Schermann, M.SC. *Associate Professor*
B. Flint, DIP.C.S., M.A. *Professor*
R.J. Volpe, M.A., PH.D. *Professor*
A.J. Biemiller, M.S., PH.D. *Associate Professor*
J.P. Klein, M.A. PH.D. *Associate Professor*
D. Levinson, M.A., PH.D. *Associate Professor*
J. Hardacre, B.A., DIP.C.S., M.ED. *Tutor*
M.A. Penner, B.A., DIP.C.S., M.ED. *Tutor*
H. Stollery-Cronin, B.A. *Tutor*
P. Karal, M.A., PH.D. *Lecturer (part-time)*

Institute of Child Study Laboratory School
C.T. Bruce, B.A., B.ED.
A.C. Cassidy, B.A., DIP.C.S.
R.L. Ethier, B.A., M.ED.
E.A. Hunter
M.A. Jaffary, B.A., DIP.C.S.
A.E. Tough, M.A.
D.L. Wicks, B.A., M.ED.
S.A. Woodcock*
**Seconded from Toronto Board of Education*

Library
M.C. Shortt, M.A., M.L.S. *Chief Librarian*
D.C. George, B.A., B.L.S. *Librarian*
M.H. FitzPatrick, B.A., M.L.S.
Librarian (part-time)

Mathematics
H.L. Ridge, B.SC., M.A., PH.D. *Professor*
D.W. Alexander, B.A., M.SC., ED.D. *Professor*
F. Ebos, M.SC. *Professor*
D.L. Fraser, B.SC., B.ED., M.A. *Professor*
S.K. Harburn, B.SC., M.ED. *Associate Professor*

Modern Language Education
H. Hainsworth, M.A. *Associate Professor*
R.R. Roy, B.PHIL., M.A. *Associate Professor*
R. Hrubi, DIP.PROF.FR.I'ET. *Senior Tutor*

Music
N. Kuzmich, MUS.BAC., M.A. *Professor*
C.A. Hennessy, B.A., M.ED., ED.D. *Senior Tutor*

Physical and Health Education
F.J.M. Collard, B.P.H.E., B.A., M.SC. *Associate Professor*
D.F. Fawcett, B.P.H.E., M.A. *Associate Professor*
P.B. Robertson, B.P.H.E., B.A., M.ED. *Associate Professor*

Practice Teaching
F. Blostein, B.A., B.L.S. *Associate Professor*
R.G. Burfield, B.A., B.ED. *Associate Professor*

School Librarianship
R.J. Smith, B.A., M.L.S. *Associate Professor*

Science Education
W.A. Andrews, M.SC., B.ED. *Professor*
H.M. Lang, B.A., M.ED. *Professor*
T.J.E. Wolfe, B.S.A., M.ED. *Professor*
D.I. Galbraith, B.SC.,M.ED. *Associate Professor*

Special Education
H.D. Gutteridge, M.A. *Associate Professor*
K.J. Weber, B.A., M.SC.(ED). *Professor*
D.R. Fleming, B.A., M.ED., ED.D. *Tutor*

Speech Consultant
E. Crampton, *Senior Tutor*

Technical and Industrial Arts
D.J. Long, B.A., B.ED. *Associate Professor*
A. Gaydos, B.S.,M.ED.,PH.D. *Associate Professor*
I.T. Malloch, B.A., M.S.ED. *Associate Professor*
H.J. Taylor, B.A., B.ED., M.S.ED. *Associate Professor*
C.H. Wall, B.A., B.ED., M.A., PH.D. *Associate Professor*
W.J. Watson, B.A., M.SC., M.ED. *Associate Professor*
R.W. Wilson, M.SC., M.I.E.E. *Associate Professor*
P.J. Briggs, B.S.F. *Senior Tutor*

University of Toronto Schools
W.G.J. Warden, M.A. *Principal*
G.A. Fleming, B.A., M.ED. *Assistant Principal*
O.G. Barrett, B.P.H.E., B.ED.
T.J. Boucher, B.A., M.S.L.S.
D.F. Boutros, B.A.
M.U. Collier, M.A., B.ED.
D.T. Dingle, B.SC., B.D.
L.S. Duckworth, B.A., B.ED.
J.A. Fautley, MUS.BAC., B.ED.
N.D. Fox, B.COM.
P.F.L. Gallant, M.A.
M.P. Gendron, M.A.
S. Grafstein, B.A., B.ED.
E.L. Irving, B.P.H.E., B.ED.
Y.E. Lacey, B.A.
D.J. Laurenson, B.SC., M.MATH.
B. LeGresley, B.A., M.ED.
N.E. Maier, M.A.
H.C. Maynard, M.A.
N.T. McLean, B.A.
J.H. Mills, B.A., B.ED., M.A.
W.R.H. Montgomery, M.A., PH.D.
R.J. Moorfield, M.A.
C.W.M. Pace, B.A., B.S.W., M.ED.
A.M. Pereira, B.A., B.ED.
J.A. Ryan, B.E.S., B.ED. *(part-time)*
J.F. Sleigh, M.A., B.ED.
F.M. Speed, B.SC., B.SC.S., M.ED.
J. Stulac, B.P.H.E., B.A., B.ED.
F.R. Wakelin, B.P.H.E., B.ED.

History and Function of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial School of Pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in Pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated as the Ontario College of Education, University of Toronto.

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, the University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* Since that time there has been further expansion with the addition of the Educational Media Centre in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated as the *Faculty of Education, University of Toronto.*

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MSCT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an MAT program in English and an MSCT program in mathematics were initiated, and in 1980-81 master's programs in geography, physics, and school librarianship were added.

In 1981 the Faculty of Education marked its 75th anniversary as an Ontario teacher education institution.

Deans of the Faculty of Education

W. Packenham	1907 — 1934
J.G. Althouse	1934 — 1944
A.C. Lewis	1944 — 1958
B.C. Diltz	1958 — 1963
D.F. Dadson	1963 — 1973
H.O. Barrett	1974
J.C. Ricker	1975 — 1981
J.W. MacDonald	1981 —

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's full-time program, with a few exceptions, leads to the Ontario Teacher's Certificate (O.T.C.).

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, a Master of Arts/Science in Teaching degree is available.

Full-Time Programs

The Bachelor of Education Degree

Primary/Junior
or
Junior/Intermediate
or
Intermediate/Senior

The Diploma in Technical Education*

The Diploma in Child Study

Child Assessment and Counselling**
or
Early Childhood Education

*Successful candidates in this program who hold an acceptable university degree will receive the B.ED. degree instead of the Diploma in Technical Education.
**This area of concentration does not lead to the Ontario Teacher's Certificate (O.T.C.)

Admission

Academic and other admission requirements are listed under the individual programs.

Language Regulations

An applicant whose first language is other than English may be required to pass the Communication Test for Teaching in the English Language. The test will be conducted by a committee composed of representatives of the Ontario Secondary School Teachers' Federation, the Department of English of the University of Toronto, and the Council of the Faculty.

Ontario Teacher's Certificate

Candidates with Canadian citizenship who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate (O.T.C.). This qualifies the holder to apply for a teaching position in Canadian elementary, secondary and vocational schools. Candidates with permanent resident status who meet all requirements of the program may be recommended to the Ministry for a Temporary Letter of Standing valid for six years.

Admission of Foreign Students

The Faculty welcomes qualified foreign students. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. Foreign students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admission as the Council of the Faculty may determine.

Bachelor of Education and Ontario Teacher's Certificate Program

Application Procedure

Application forms and full instructions for applying may be obtained from the Faculty Registrar. Forms are also available on request from most Ontario university placement offices, normally beginning in October of the year prior to registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name

Admission

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average, and to those with relevant experience, such as work with children and adolescents, which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

Change of Courses

The last date for changing optional subjects or courses will be September 21; thereafter changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37 — 40.

Program of Studies 1984-85

The program has five components:
- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

The Contemporary Classroom

6100 The Contemporary Classroom
All candidates proceeding to the Bachelor of Education degree are required to take this course.

Curriculum and Instruction

Candidates must select one of the following areas of specialization:
Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 13)

Prerequisites, if any, are given in the course descriptions.

Primary/Junior
This program integrates the content of *Primary Education* 1400 and *Junior Education* 1410 in one course, *Primary/Junior Education* 1420.

Junior/Intermediate
This program comprises three courses: *Junior Education* 1410, *Intermediate Education* 1430 and one Intermediate Curriculum and Instruction course from those listed below. The content of 1410 and 1430 will be integrated in one course *Junior/Intermediate* 1450.

English 1101
French 1111
Geography 1441
History 1151
Home Economics 1161
†Industrial Arts 1171
Mathematics 1221
Music—Instrumental 1231
Music—Vocal 1241
†Physical and Health Education 1251
Science 1301
Visual Arts 1011

Intermediate/Senior
This program comprises two courses from those listed below:
*†Business Education
Accounting 1340
Data Processing 1350
Marketing 1360
Secretarial 1370
†Computer Science 1040
†Dramatic Arts 1070
English 1100
†Environmental Science 1380
French 1110
Geography 1440
German 1140
History 1150
Home Economics 1160
†Industrial Arts 1170
Italian 1190
Mathematics 1220
Music—Instrumental 1230
Music—Vocal 1240
Physical and Health Education 1250
Political Science 1260
Science 1300
Spanish 1310
Visual Arts 1010

*Candidates selecting Business Education must choose both their courses from this category.

†There are no academic prerequisites for these courses.

Foundations

Candidates will take three Foundations courses, one from each of the departments of Educational Administration, Educational Psychology, and History, Philosophy and Sociology of Education.

Educational Administration
Administration in the Modern School 3050
Administration of Adult Education 3280
Evaluation of Student Performance 3040
The Individual Student and the School Program 3030
Program Organization 3020
Individual Research Project (Educational Administration) 3060

Educational Psychology
Contemporary Issues in Educational Psychology 3260
Learning and Human Behaviour 3070
Teaching—an Interpersonal Process 3110
Understanding Children and Youth 3100
Individual Research Project (Educational Psychology) 3270

History, Philosophy and Sociology of Education
Authority and Freedom in School 3190
Comparative Education 3130
Cross-Cultural Education 3210
The Development of Canadian Education 3200
School and Society 3160
Developing a Personal Philosophy of Education 3140
Individual Research Project (History, Philosophy and Sociology of Education) 3240

Practicum

4010 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

Complementary Studies

Candidates will select one of the following courses:

Art and Interdisciplinary Studies 5020
Atypical Development 5540
Children's Literature 5040
Classroom Communication 5390
Communication Arts in Modern English 5050
Culture and Society as They Relate to the Teaching of French 5070
Current Health Issues in School and Society 5080
Design Education 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Education and the Gifted 5490
Educational Media 5120
Environmental Studies 5140
Explorations in Creative Learning and Teaching 5400
Feature Films and TV in the Classroom 5450
French as a Second Language 5151
Life Skills for the Young Child and Adolescent 5220
Methods of Child Study 5030
Multiculturalism, the School, and the Curriculum 5410
Music—General 5550
Outdoor Education 5200
Practical Skills for Constructing Teaching Aids 5300
Reading in the Secondary School 5260
Recent Developments in Modern Language Teaching 5270
The Resource Centre and the Elementary School Teacher 5430
The Resource Centre and the Secondary School Teacher 5420

Details of Courses

Courses in the Bachelor of Education program are described below. For information on Additional Qualification courses see page 35.

The Contemporary Classroom

6100 The Contemporary Classroom
This course will cover four significant aspects of education: computers in education, guidance practices, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning process; guidance methods and practices for the classroom teacher including consultation, referrals, and legal and ethical implications; the legal basis of education in Ontario, including regulatory, professional and curricular concerns; and the nature of special education, with approaches to accommodating the needs of exceptional students.

Business Education

Business Education is divided into four subject areas: Accounting, Data Processing, Marketing, and Secretarial. Candidates enrolled in Business Education will select any two of these. Typewriting methodology is a compulsory component of each course.

1340 Accounting Intermediate/Senior (5 hours)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of a proper classroom learning environment.

1350 Data Processing Intermediate/Senior (5 hours)
This course will prepare candidates to design computer studies material on a modular basis. Strategies for teaching computer concepts, applications of computers in society, and problem-solving techniques using the computer will be studied. Facilities are provided for hands-on experience with microcomputers and minicomputers.

1360 Marketing Intermediate/Senior (5 hours)
An examination of marketing policies and techniques, with intensive study of retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

1370 Secretarial Intermediate/Senior (5 hours)
This course will deal with modern office procedures and related stenographic and word processing systems with emphasis on the development of innovative and effective teaching techniques.

Computer Science

1040 Computer Science (5 hours)
One segment of the course will help to prepare students for the teaching/learning process and for designing computer studies material on a modular basis. Major areas consist of: use of teaching strategies; preparation of instructional objectives; application of an evaluation philosophy; development of a problem-oriented approach to computer education; modular course design; motivation techniques; use of available resources; reinforcement of basic computer concepts through a hypothetical computer; creation of an effective learning environment. The second segment will emphasize problem-solving techniques using the computer.
Topics include: basic computer concepts; applications of computers in society; structured flowcharting; computer terminology; information flow through a computer system; high-level language as a vehicle of communication; program debugging; documentation procedures. Micro, mini, and interactive computing facilities are available for student use.

Dramatic Arts

1071 Dramatic Arts Intermediate (2 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech, and oral interpretation.
Not offered in 1984-85.

1070 Dramatic Arts Intermediate/Senior (5 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of developmental programs.

Economics

1080 Economics Intermediate/Senior (4 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.
Prerequisites: Two university courses (6 credits) in economics.
Not offered in 1984-85.

English

1101 English Intermediate (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.
Prerequisites: Two university courses (6 credits) in English.

1100 English Intermediate/Senior (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.
Prerequisites: Two university courses (6 credits) in English.

Environmental Science

1380 Environmental Science Intermediate/ Senior (5 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater and terrestrial ecology, agriculture, forestry, mineral resources, urban and rural planning, energy conservation, and population ecology. Field experience will be provided. It is recommended that candidates have a background in science or geography.

French

1111 French Intermediate (2 hours)
The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures. Candidates enrolled in this course must take French as a Second Language 5151 as their Complementary Studies requirement.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.

1110 French Intermediate/Senior (5 hours)
Opportunities are provided for students to acquire specific oral skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.

Geography

1441 Geography Intermediate (2 hours)

1440 Geography Intermediate/Senior (5 hours)
Curriculum planning and program development organized to assist prospective teachers. Learning experiences are studied in which there is an integration of learner characteristics, styles of learning, and instruction techniques and procedures.
Prerequisites: Two university courses (6 credits) in geography.

Geology

1130 Geology Intermediate/Senior (5 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.
Prerequisites: Two university courses (6 credits) in geology.
Not offered in 1984-85.

German

1140 German Intermediate/Senior (4 hours)
This course will provide teachers with specific oral skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in German. Proficiency in spoken and written German must be demonstrated when the course begins.

Greek

1210 Greek Intermediate/Senior (5 hours)
This course may be taken only in conjunction with Latin 1200. For course content see Latin 1200.
Prerequisites: Two university courses (6 credits) in Greek.
Not offered in 1984-85.

History

1151 History Intermediate (2 hours)
A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for Grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations, international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.
Prerequisites: Two university courses (6 credits) in history.

1150 History Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.
Prerequisites: Two university courses (6 credits) in history.

Home Economics

1161 Home Economics Intermediate (2 hours)
An exploration of the needs of students at the intermediate level, with emphasis on concepts significant to Family Studies curricula, lesson planning, relevant teaching aids and resource materials. The course will cover basic methods of instruction in food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics.
Prerequisites: Three university courses (9 credits) in home economics.

1160 Home Economics Intermediate/Senior (5 hours)
An exploration of the needs of Family Studies students at the intermediate and senior levels with emphasis on techniques of teaching food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics. Lesson planning and curriculum design will be examined, along with relevant teaching aids and resources.
Prerequisites: Three university courses (9 credits) in home economics.

Industrial Arts

1170/1171 Industrial Arts (7 hours)
The philosophy of contemporary technological studies: interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is required. Candidates must select Design Education 5090 as their Complementary Studies course.

Intermediate Education

1430 Intermediate Education (3 hours)
A study of curriculum content and teaching strategies in grades 7 and 8. Instruction is given in general methods, classroom management and specific approaches to teaching language arts, mathematics, science and social studies. This course is offered only in the Junior/Intermediate program.

Italian

1190 Italian Intermediate/Senior (4 hours)
This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the Heritage Language Program on secondary school curricula. The present four-year sequence (grades 10-13) found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.
Prerequisites: Two university courses (6 credits) in Italian. Proficiency in spoken and written Italian must be demonstrated when the course begins.

Junior Education

1410 Junior Education (5 hours)
This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of student participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1410 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the ongoing activities of an elementary school classroom.

Latin

1200 Latin Intermediate/Senior (5 hours)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.
Not offered in 1984-85.

Man in Society

1270 Man in Society Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course, Man in Society. Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.
Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.
Not offered in 1984-85.

Mathematics Education

1221 Mathematics Education Intermediate (2 hours)
A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, problem solving.

1220 Mathematics Education Intermediate/Senior (4 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, problem solving.

Music

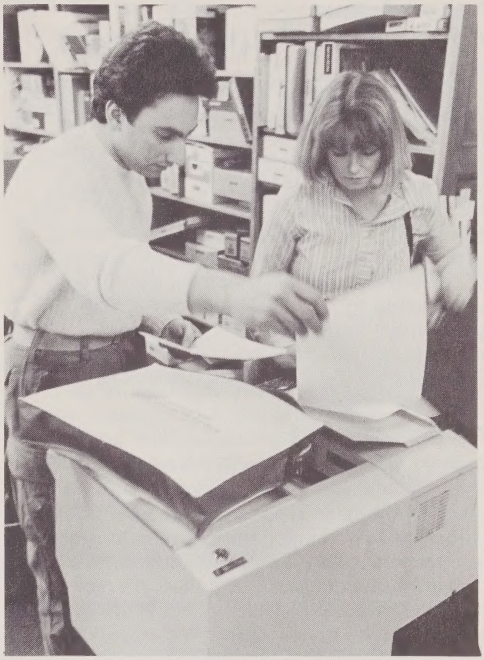
Candidates may select only one of the following 1231, 1230, 1241 or 1240. They must also take Music General 5550 as their Complementary Studies course.

1231 Music—Instrumental Intermediate (2 hours)
Approaches to music learning through instrumental and vocal performance, listening, analysis, and problem-solving, implementation of different teaching styles, the arrangement of chamber materials for intermediate ensembles, and research into newly-published instrumental repertoire.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

1230 Music—Instrumental Intermediate/Senior (5 hours)
Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem-solving, the implementation of different teaching styles, the arrangement of chamber materials for intermediate/senior ensembles, research into newly-published instrumental repertoire, the designing of units reflecting the aims and objectives within the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

1241 Music—Vocal Intermediate (2 hours)
An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.
Prerequisites: Two university courses (6 credits) in music or background.

1240 Music—Vocal Intermediate/Senior (5 hours)
Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem-solving, implementation of the different teaching styles, and the design of units reflecting the aims and objectives within the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in music or background.



Physical and Health Education

1251 Physical and Health Education Intermediate (4 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

1250 Physical and Health Education Intermediate/Senior (5 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.
Prerequisites: Two university courses (6 credits) in physical and health education. Consideration will be given to equivalent field experience.

Political Science

1260 Political Science Intermediate/Senior (4 hours)
Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada — machinery, process, performance, and participation; principles of course construction — group preparation and presentation of representative units selected from the Ministry guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.
Prerequisites: Two university courses (6 credits) in political science.

Primary Education

1400 Primary Education (5 hours)
This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of student participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1400 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the ongoing activities of an elementary school classroom.

Science Education

1301 Science Intermediate (2 hours)
Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment.
Prerequisites: Two university courses (6 credits) in science.

1300 Science Intermediate/Senior (5 hours)
Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning, classroom management, and practical teaching techniques.

Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.
Prerequisites: Two university courses (6 credits)in science. At least 3 of the following areas of study should be represented in these credits: botany, chemistry, physics, zoology.

Senior Education

9610 Senior Education
Any two subjects from those listed under the Intermediate/Senior program (see page 11).

Spanish

1310 Spanish Intermediate/Senior (4 hours)
A course designed to provide teachers with specific oral skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in Spanish. Proficiency in spoken and written Spanish must be demonstrated when the course begins.

Visual Arts

1011 Visual Arts Intermediate (4 hours)
Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and man-made environment.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

1010 Visual Arts Intermediate/Senior (7 hours)
Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, chiefly in Canada, with emphasis on use of local resources as the basis of study in secondary schools.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

All Foundation courses are 2 hours per week.

Educational Administration

3050 Administration in the Modern School
A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theory of organizations, and leadership styles will also be discussed.

3280 Administration of Adult Education
A study of the administration of adult education programs offered by public, private, and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

3040 Evaluation of Student Performance
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

3030 The Individual Student and the School Program
An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

3020 Program Organization
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions, Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

3060 Individual Research Project (Educational Administration)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Educational Psychology

3260 Contemporary Issues in Educational Psychology
A variety of educational problems will be explored in the light of contrasting psychological perspectives. Different teaching models and their demonstrated effectiveness will be compared, and students will have an opportunity to evaluate the appropriateness of various educational practices.

3070 Learning and Human Behaviour
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

3110 Teaching—An Interpersonal Process
The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups, and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

3100 Understanding Children and Youth
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

3270 Individual Research Project (Educational Psychology)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

History, Philosophy, and Sociology of Education

3190 Authority and Freedom in School
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby illumine and confront one with the moral dimension of the school.

3130 Comparative Education
A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of education. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

3210 Cross-Cultural Education
An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles and immigrant education. The stress will be on intercultural understanding.

3140 Developing a Personal Philosophy of Education
A variety of modern views on aims and methodology in education will be studied, with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

3200 The Development of Canadian Education
A critical overview of the main influences, problems, and changes in Canadian education, with emphasis on the development of the school system in Ontario. Some of the topics to be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; and the influence of social, economic, and political factors on education.

3160 School and Society
A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

3240 Individual Research Project (History, Philosophy, and Sociology of Education)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

4010 Practice Teaching
Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to complete them at the end of the session.

Assignments are made in jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Locations of Practice Teaching Assignments
1984-85 Program

Ontario School Boards

City of York
Dufferin-Peel
Durham
Durham Region R.C.S.S.B.
East York
Etobicoke
Halton
Halton R.C.S.S.B.
Hamilton
Hamilton-Wentworth R.C.S.S.B.
Metropolitan R.C.S.S.B.
North York
Peel
Scarborough
Simcoe
Simcoe R.C.S.S.B.
Toronto
Wentworth
York Region
York Region R.C.S.S.B.

Other Locations

Metropolitan Toronto and Region Conservation Authority
Ministry of Natural Resources
University of Toronto Schools

Complementary Studies courses are the equivalent of 1 hour per week, except course 5550.

5020 Art and Interdisciplinary Studies
An exploration of relations between the visual arts and other disciplines in theory and in practice. Its purpose is to encourage interdisciplinary studies at all levels of the school curriculum. Seminars and workshops will involve areas of students' special interests such as humanities, languages, science and technology. Background in art is not essential.

5540 Atypical Development
This course will present a model for understanding the shared needs and common features of the major forms of disability: physical handicaps, mental retardation, emotional disturbance, and chronic disorders. The concepts of coping, competence, and adaptation will be employed to describe normal development, and then to explain the nature and consequences of atypicality.

5040 Children's Literature
An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5390 Classroom Communication
The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with *Learning and Human Behaviour* 3070.

5050 Communication Arts in Modern English
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

5340 Counselling Skills for Teachers
Basic counselling skills for classroom teachers, to aid them in working with students on a one-to-one basis, as well as consultation skills necessary in parent interviewing. The role and function of the counsellor in the contemporary school, and such issues as career education in the classroom, referrals, and legal and ethical aspects of the counselling process will be examined.
Not offered in 1984-85.

5070 Culture and Society as They Relate to the Teaching of French
This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.

5080 Current Health Issues in School and Society
Experimental learning within groups will focus on such topics as human relations, stress and positive coping strategies, use and abuse of drugs and alcohol, divorce, child abuse, violence in the family, and death and dying.

5360 Curriculum Theory and Design
This course is designed to meet teacher needs in handling a variety of tasks, including creating courses of study, interpreting Ministry guidelines, developing programs for special students, planning changes in a traditional school environment, and modifying a unit of study in a subject or a skills program.
Not offered in 1984-85.

5090 Design Education
Designing as a decision-making and problem-solving process, with reference to the impact of technological developments on the environment. Through practical design problems of an interdisciplinary nature, practice in project management will be provided. Teaching units and supporting resources of classroom use will be developed. May be taken only in combination with Industrial Arts 1170 or 1171.

5100 Diagnosis and Remediation of Learning Difficulties in Mathematics
A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties, and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic. Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

5110 Drama in Elementary Education
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.
Not offered in 1984-85.

5490 Education and the Gifted
Candidates will explore identification procedures, curriculum, acceleration, teaching strategies, testing, and values education for the gifted.

5120 Educational Media
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

5140 Environmental Studies
An introductory course on the teaching of basic ecological principles, and the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environment pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems. May not be taken in combination with Environmental Science 1380.

5400 Explorations in Creative Learning and Teaching
A practical course designed to increase teachers' awareness of their potential creativity, and to develop their skills in identifying and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities.

5450 Feature Films and TV in the Classroom
This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as 'text' with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.

5150 French as a Second Language
The teaching of French as a Second Language (Core Program) from the earliest grades of elementary school. Candidates will examine the basic principles of general and structural linguistics and their application to second language teaching. Procedures specific to the various age levels and testing programs will be studied.
Prerequisites: This course is available only to students enrolled in Primary/Junior 1420. Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.
Not offered in 1984-85.

5151 French as a Second Language Junior
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in French Intermediate 1111.

5370 Game Theory and Simulation in Relation to Learning
An introduction to game theory and simulation as an approach to learning in geography and the social sciences. By analysing experience with selected materials candidates should develop confidence in choosing, organizing, conducting, and creating games and/or simulations for classroom situations, and should also arrive at a clear conception of their use and significance in education.
Not offered in 1984-85.

5240 Language in the Schools
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study programs in the schools; language and thought in semantics; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom.
Not offered in 1984-85.

5520 Life Skills for the Young Child and Adolescent
Resources and teaching strategies related to nutrition, clothing, family and consumer interests appropriate to the needs of pupils in the primary, junior and intermediate divisions. This is an activity-related course.

5030 Methods of Child Study
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

5410 Multiculturalism, the School, and the Curriculum
An examination of ethnic pluralism and of strategies for incorporating experiences and content relating to it into the school program. Emphasis will be upon implementation as students develop curricula and skills related to their teaching subjects or programs.

5550 Music—General (2 hours)
A course emphasizing creative activities associated with the development of conceptual awareness and aural sensitivity. Available only to students enrolled in *Music—Instrumental* (1230 or 1231) or *Music—Vocal* (1240 or 1241).

5200 Outdoor Education
An introductory course on the use of the outdoor environment in education, presented in lectures, seminars and field work. Emphasis will be on safe practices in outdoor programs. A $10 fee will be collected on the first day of the course to defray the cost of field trips. A residential weekend will be offered on an optional basis, for an additional fee.

5300 Practical Skills for Constructing Teaching Aids
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, glass blowing, photography, including film developing, woodworking, and working with plastic and sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

5260 Reading in the Secondary School
An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigate recent research, and plan innovative reading programs for secondary school students.

5270 Recent Developments in Modern Language Teaching
Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower

learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

5500 Recreational Mathematics
The use of recreational mathematics for enrichment and motivation at the primary, junior, intermediate, and senior levels will be explored through workshops, seminars, and multimedia presentations. Emphasis will be on the development of recreationally oriented learning materials.
Not offered in 1984-85.

5430 The Resource Centre and the Elementary School Teacher
This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading.

5420 The Resource Centre and the Secondary School Teacher
This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading.

5330 Speech—Passport to Communication
A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.
Not offered in 1984-85.

5470 Teaching Current Events through the Media
A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.
Not offered in 1984-85.

5440 Teaching Social Issues
The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.
Not offered in 1984-85.

5060 Understanding and Personal Use of Computers
Designed for the individual who wishes to obtain an understanding of how computers work, where they are used, and how they relate to education. The course will be taught in a non-technical manner, and is open to all students; prior knowledge of computers is not required. Computing facilities including a microcomputer laboratory and an interactive computer system are available to students for practice and experimentation. The course will emphasize computer use in the learning process, and will include such areas as computer-assisted learning, computers in school administration, and computers for personal use, as well as potential uses of computers in the home.
Not offered in 1984-85.

5480 The Use of Graphic Illustrations in the Classroom
A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations. Artistic ability is not a prerequisite.
Not offered in 1984-85.

5210 Values Education
An examination of both traditional and contemporary approaches to the study of values. Course participants will analyse the role of values education in contemporary society, and study both explicit and implicit approaches to values education. Consideration will be given to the teaching of values within participants' various divisions and subject areas.
Not offered in 1984-85.

Programs in Technological Studies

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools. This program is also offered in two spring sessions.

Ontario Teacher's Certificate

Candidates with Canadian citizenship who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate. Candidates with permanent resident status who meet all requirements of the program may be recommended to the Ministry for a Temporary Letter of Standing valid for six years.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who, within five years subsequent to receiving this Diploma, submit to the Chairman of the Department of Technical and Industrial Arts proof of having been granted an approved degree from an accredited university.

Applicants must meet the following admission requirements:

1 Grade 12 graduation, or the successful completion of courses considered by the Ministry to be its equivalent;
2 One of:
   — five years of wage-earning business or industrial experience related to an approved area of technological studies (see below), or
   — a combination of post-grade 12 education related to the relevant area or areas of technological studies, and business or industrial experience that totals five years, including at least two years of wage-earning experience in the relevant areas of technological studies, no less than sixteen months of which is continuous employment.
3 Proof of competence in one area of technological studies at both the basic and related advanced level, or in two areas of technological studies, both at the basic level.

Areas of Technological Studies

Basic Level	**Advanced Level**
Business	*Business*
Clerical Practice	Clerical Practice
Merchandising	Merchandising
Warehousing	Warehousing
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration, Air Conditioning, Heating	Refrigeration*
	Air Conditioning*
	Heating, Ventilation
Trowel Trades	Plaster
	Concrete
	Masonry
Woodwork	Carpentry
	Cabinet Making
Electrical	*Electrical*
Electricity	Electricity—Installation & Maintenance*
	Electrical Theory & Test †
Electronics	Electronics—Computer †
	Electronics—General †
Food Services	*Food Services*
Food Services	Baking Food Services
	Commercial Food Services
	Domestic Food Services †

Basic Level	Advanced Level
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Arts
Horticulture	*Horticulture*
Horticulture—General	Horticulture—General
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop
Power Transmission & Control	Industrial Physics †
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Industrial Arts	Industrial Arts
Project Design	Project Design
Music	*Music*
Music	Music—Instrumental
	Music—Vocal
Natural Resources	*Natural Resources*
Natural Resources Management	Natural Resources Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
	Barbering*
Home & Family Care	Home & Family Care †
Hospital Services	Hospital Services
Textiles	*Textiles*
Textile Maintenance (Dry Cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

* Requires Ministry of Colleges and Universities Certification of Qualification.

† Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.

Spring Program

The one-year program offered in the fall and winter terms may also be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37 — 40.

Application Procedure

Full application instructions with details on admission may be obtained from the Chairman of the Department of Technical and Industrial Arts. Completed applications should be received by the Department not later than the second Friday in January, accompanied by:

- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name

Technical Proficiency Examinations

Candidates will be required to pass both the theory and practical examinations designed to test their attainments as skilled workers in the subjects concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

Program of Studies

The Program has five components:
The Contemporary Classroom
Curriculum and Instruction
Foundations
Complementary Studies
Practice Teaching

Details of Courses

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

6100 The Contemporary Classroom (3 hours)
This course will introduce three significant educational concerns: computer awareness, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning environment; the legal basis of education in Ontario and the regulatory, professional and curricular concerns that are derived from it; and, the nature of special education and approaches to accommodating the needs of exceptional students.

Curriculum and Instruction

1010 Principles and Methods of Teaching Technological Studies (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

1030 Teaching a Related Subject in Technological Studies (3 hours)
An introduction to the cognitive and psychomotor skills necessary to teach a second technological studies subject safely and effectively through the basic level. Practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies.

Foundations

3030 Curriculum Development for Technological Studies (2 hours)
A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

3050 Psychology Applied to Teaching Technological Studies (2 hours)
An introductory course designed for teachers of technological studies, with special reference to the application of educational psychology in the classroom. Areas explored include development and adjustment, motivation, intelligence and its measurement, and the learning process, with stress on motor learning. Theoretical approaches are examined in terms of their practical applications.

3070 History and Philosophy of Technological Studies (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by such thinkers as Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, and Whitehead. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Complementary Studies

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

Practicum

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to make them up at the end of the session.

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.).

1 Basic Level

a For applicants with O.T.C. qualifications in technological studies who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.

b For applicants who have the O.T.C. without qualifications in technological studies but with one of
- five years of wage-earning business or industrial experience in an approved area of technological studies, or
- a combination of post-grade 12 education related to the selected area or areas of technological studies and business or industrial experience that totals five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment*

2 Advanced Level

For applicants with O.T.C. qualifications in technological studies who produce evidence of twelve months of business or industrial experience in the area for which the advanced level qualification is sought.

* Candidates must pass written and practical examinations to test their skills in the subjects concerned.

3 Honour Technological Studies Specialist

For applicants with O.T.C. qualifications in technological studies who have

a entries on the Ontario Teacher's Qualifications Record Card indicating qualifications in at least
- three of the technological studies subjects listed on pages 25—26 including at least one at both the basic and the advanced level, or
- four of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Industrial Arts, Media, Multiculturalism in Education, Special Education, and Visual Arts.

b two years of successful teaching experience in technological studies in Ontario

c one year of full-time post-secondary education or equivalent

*Candidates must pass written and practical examinations to test their skills in the subjects concerned.

Institute of Child Study

Inquiries concerning courses at the Institute of Child Study should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto, M5R 2X2.

The Institute of Child Study is a centre of professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 110 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study—the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

Programs Leading to the Diploma in Child Study

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Early Childhood Education.

Child Assessment and Counselling

Two-Year Program
Candidates must successfully complete eleven full courses, including all required courses. Program requirements may be modified for students with prior professional training and experience.

Early Childhood Education

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Part I of the three session qualification in Primary Education and in Special Education must demonstrate a knowledge of the acts and regulations respecting education in Ontario. After presenting evidence of one year's successful teaching experience as attested to by the appropriate Supervisory Officer, graduates may be recommended for Primary Education, Part II.

One-Year Program
Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist qualification.

Part-Time Program
The one-year program is also offered to qualified candidates on a part-time basis. This program can normally be completed over a period of two winters and one summer. For details see the F.E.U.T. Continuing Education *Prospectus.*

Academic Requirement for Admission

An approved degree with at least a B standing from an accredited degree-granting institution.

Application Procedure

Applications, on forms obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits

Conditions for Final Standing

To be recommended for the Diploma in Child Study, a candidate must attain at least:

- a Credit *(CR)* in each practicum course
- an overall *B* average for all other courses with a minimum of a *D* grade in any one course.

To be recommended for the Ontario Teacher's Certificate, a candidate in Early Childhood Education must, in addition to attaining Diploma requirements, demonstrate a knowledge of the acts and regulations respecting education in Ontario.

Grades in practicum courses will be recorded as Credit *(CR)*/ No Credit *(NCR).*

Grades in all other courses will be recorded in the grade scale of *A, B, C, D, FX.*

The relationship of the grade, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundation Courses

Letter Grade Scale	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	*80 - 100*	*87*
B	*Good*	*70 - 79*	*75*
C	*Adequate*	*60 - 69*	*65*
D	*Marginal*	*50 - 59*	*55*
FX	*Inadequate*	*0 - 49*	*25*

Early Childhood Education

Grade Scale for Complementary Studies

Grade	Letter Grade	Grade Meaning
Honours	*(H)*	*Outstanding*
Pass	*(P)*	*Satisfactory*
Fail	*(FL)*	*Unsatisfactory*

Grade Scale for Practicum

Grade	Letter Grade	Grade Meaning
Credit	*(CR)*	*Pass*
No Credit	*(NCR)*	*Fail*

On successful completion of the two-year program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three- and four-year olds in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year

2120 Introduction to Early Childhood Education
2121 Observation and Assessment of Young Children
2122 Curriculum Design and Implementation Part I
2124 Practicum
One elective: see below

Second Year

1003 Socialization, Social Development, and Family Life
2223 Curriculum Design and Implementation Part II
2230 Programming for Young Children
2231 Advanced Practicum
One elective: see below

Electives

1002 Child Development
1004 Prenatal and Infant Development
1011 Exceptional Children
4060 Seminar and Practicum in Infant Care (second year only)
4062 Independent Study
4065 Day Care and Nursery School Administration

Any Complementary Studies course from the B.ED. Program (see pages 21—24).

NOTE: All students proceeding to the Ontario Teacher's Certificate must also demonstrate a knowledge of the acts and regulations respecting education in Ontario.

Child Assessment and Counselling

Details of Courses

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. A placement of two days per week in a school or clinical setting is required in the second year to permit the practice of the theories and techniques studied.

First Year

1002 Child Development
3140 Assessment of Children's Intellectual Functioning
3141 Assessment of Children's Emotional Functioning (half course)
3142 The Child in Educational Settings
3143 Family Dynamics
3144 Introduction to Facilitative Interviewing (half course)
One elective: see below

Second Year

3250 Principles of Child Management (half course)
3251 Selected Topics in Clinical Practice
3252 Counselling Individuals and Families (half course)
3253 Theories of Counselling (half course)
3255 Seminar and Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
One elective: see below

Electives

1004 Prenatal and Infant Development
1006 Theories of Human Development
1011 Exceptional Children
4061 Seminar and Practicum in Infant Assessment (second year only)
4062 Independent Study

1002 Child Development
An overview of child development, what influences it, and the changes that take place. A brief review of research techniques and statistics will be provided. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

1003 Socialization, Social Development, and Family Life
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

1004 Prenatal and Infant Development
An examination of conditions during the prenatal and infant period of development that will have an impact on later behaviour. Normal development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored. Students will observe infants in various settings, including the Institute's Parent-Infant Centre.

1011 Exceptional Children
A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

2120 Introduction to Early Childhood Education
An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

2121 Observation and Assessment of Young Children
A course designed to help students gain competence in observing, recording, and assessing children's behaviour and development in diverse educational settings. Students will plan learning experiences for children based on these observations and assessments.

2122 Curriculum Design and Implementation, Part I
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children from ages three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

2124 Teaching Practicum
Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement after the end of academic classes.

2223 Curriculum Design and Implementation, Part II
A study of education techniques, and the role fo the teacher in designing, evaluating, and implementing curricula for children from ages three to twelve in the area of the Arts (visual arts, music, physical education, and drama), and Environmental Studies.

2230 Programming for Young Children
A course designed to familiarize students with various approaches to early childhood education, their underlying philosophies and assumptions. The implications of these approaches for programming will be studied.

2231 Advanced Teaching Practicum
An opportunity to design and implement a program for children aged three to five who are attending the Institute's laboratory school. Students will also develop skills in assessing and reporting children's progress, and in interacting with parents. Further practice will be provided in kindergarten, primary, and special education settings in either public or separate schools.

3140 Assessment of Children's Intellectual Functioning
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

3141 Assessment of Children's Emotional Functioning (half course)
An introduction to theories and methods of assessing emotional functioning. Clear and effective report writing is emphasized.

3142 The Child in Educational Settings
An opportunity, in seminars and practicum, for students to learn to understand and interact effectively with children and teachers in the learning-teaching process. Emphasis will be on achieving competence in communication, observation, developmental assessment, and report-writing skills. Each student will spend time in two different educational settings, including the Institute's laboratory school.

3143 Family Dynamics
A study of approaches to family structure, functions, and values as articulated by various theorists. Different approaches to parent education, and their implications for child rearing will be examined. Students will participate in class discussions on family values and dynamics, and will conduct a structured interview with a family.

3144 Introduction to Facilitative Interviewing (half course)
An introduction to basic concepts of interpersonal theory. Through the use of video- and audio-taped interviews, students will become aware of attitudes and actions that may help or hinder them in relating to people seeking assistance with personal problems.

3250 Principles of Child Management (half course)
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

3251 Selected Topics in Clinical Practice
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics include: values in counselling; the ethics of therapy; meaning and use of defence mechanisms; dreams in Freudian, Jungian, and Gestalt theory; adolescence; addictions.

3252 Counselling Individuals and Families (half course)
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

3253 Theories of Counselling (half course)
An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of selected group theorists will be presented in lectures followed by demonstration films and discussions.

3255 Seminar and Practicum in Assessment and Counselling
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 Rorschach Analysis (half course)
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

4060 Seminar and Practicum in Infant Care
An exploration of recent research that has implications for infant care. An eight-week practicum over the two-year period gives opportunities for students to become familiar with infant care programs. Knowledge of infant development is used to assess programs in day care and in homes. An infant stimulation program will be developed by students, and mental health studied and assessed by use of the Flint Infant Security Scale. Practicum will be arranged in the Institute's Parent-Infant Centre. Prerequisites: Course 1004 or equivalent. Students planning to take this course should arrange for one placement in an infant care setting in their first year.

4061 Seminar and Practicum in Infant Assessment
A course designed to acquaint students with recent research and theory on infancy. Some knowledge of infant behaviour is gained through limited participation in day care or in the Institute's Parent-Infant Centre. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will learn to use one standard developmental test, as well as the Flint Infant Security Scale. An infant stimulation program will be developed by students, and ways of promoting the mental health and learning of infants will be discussed. Prerequisite: Course 1004 or equivalent.

4062 Independent Study
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

4065 Day Care and Nursery School Administration
This course is designed for students who are interested in the problems and possibilities of day care and nursery schools, such as the establishment and operation of centres, relations between centres, parents, and schools, and the effects of day care.

Continuing Education

Additional Qualifications for Teachers who hold an Ontario Teacher's Certificate.

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, one-session, three-session specialist, and Honour Specialist courses. These courses are offered in the summer session and winter evening session. For information on prerequisites in specific programs see the Faculty of Education's Continuing Education *Prospectus.*

Application
Registrar's Office, Faculty of Education
(978-2316)

Following are Ontario Additional Qualifications for which the Faculty may offer courses, depending on resources and demand.

One-Session Divisional
These courses are offered to holders of an approved university degree, who wish to acquire qualifications in an additional area:
- Primary
- Junior
- Intermediate
- Senior

One-Session Technological Studies—Basic Level
Applicants must have qualifications in technological studies or the requisite amount of work experience.

One-Session
- Associate Teacher
- Childhood Education
- Law

Three-Session Specialist
Applicants for the Primary, Junior or Intermediate Education courses must hold the basic qualifications for the division concerned and must also provide evidence of at least one year of successful teaching experience.
- Accounting
- Computers in the Classroom
- Co-operative Education
- Data Processing
- Dramatic Arts
- English as a Second Language
- Environmental Science
- French as a Second Language
- Guidance
- Home Economics
- Industrial Arts
- Intermediate Education
- Junior Education
- Librarianship
- Marketing
- Media
- Multiculturalism in Education
- Music—Instrumental
- Music—Vocal (P/J)
- Music—Vocal (I/S)
- Physical and Health Education (P/J)
- Physical and Health Education (I/S)
- Primary Education
- Reading
- Secretarial
- Special Education
- Visual Arts

One-Session Honour Specialist
These courses are offered to teachers who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the Honour Specialist qualification.
- Biology
- Chemistry
- Computer Science
- Dramatic Arts
- Economics
- English
- Environmental Science
- French
- Geography
- Geology
- German
- History
- Home Economics
- Italian
- Man in Society
- Mathematics
- Music
- Physical and Health Education
- Physics
- Political Science
- Science
- Spanish
- Visual Arts

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specializations are currently available in English, Geography, Mathematics, Physics, and School Librarianship.

Admission Requirements

1 A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.
2 At least three years of successful teaching experience.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows
— two integrated courses
— one special course in educational aspects of the core discipline
— one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time study basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Inquiries

English Specialization

Professor R. Shephard (416) 978-3228

Geography Specialization

Professor R. Baine (416) 978-3435

Mathematics Specialization

Professor L. Ridge (416) 978-3235

Physics Specialization

Professor W. Andrews (416) 978-3246

School Librarianship Specialization

Professor R. Smith (416) 978-3242

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto M5S 1A1

Faculty and University Information

Attendance
Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registration cancelled at any time by the Council.

Grading Practices
During the first week of each course, instructors will inform the class, both orally and in writing, of their evaluation procedures, and will provide:
- a list of all assignments, with their due dates;
- the weighting factor or percentage allotment for each course requirement;
- a statement of the procedure used to determine final grades;
- a description of the format and nature of the final examination (where applicable).

After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of a majority of the students enrolled in the course, and the approval of the Dean's Committee on Grading Practices.

Commentary, appropriate in the instructor's judgement, on assessed term work will be made available to students, with time for its discussion.

Grades, as an expression of the instructor's best judgement of each student's overall performance in a course, will not be determined by any system of quotas.

All final course grades submitted by instructors will be reviewed by a Dean's committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

Conditions of Final Standing
Candidates will be evaluated on all five parts of the program: Curriculum and Instruction, Foundations, Practice Teaching, Complementary Studies, and the compulsory course, *The Contemporary Classroom.*

Grades in the Curriculum and Instruction subjects and Foundations will be reported in the letter grade scale of *A, B, C, D, FX.* Grades in the Complementary Studies courses will be reported in the grade scale of Honours/Pass/Fail *(H/P/FL).* Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as a Credit *(CR)* and a final Fail grade as a No Credit *(NCR).* Grades in the Contemporary Classroom will be reported as a Credit *(CR)* or No Credit *(NCR).*
The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundations Courses

Grade	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	*80–100*	*87*
B	*Good*	*70– 79*	*75*
C	*Adequate*	*60– 69*	*65*
D	*Marginal*	*50– 59*	*55*
FX	*Inadequate*	*0– 49*	*25*

Grade Scale for Complementary Studies
Honours/Pass/Fail *(H/P/FL)*

Grade	*Grade Meaning*
H	*Outstanding*
P	*Satisfactory*
FL	*Unsatisfactory*

Grade Scale for Practice Teaching and The Contemporary Classroom
Credit/No Credit *(CR/NCR)*

Grade	*Grade Meaning*
CR	*Pass*
NCR	*Fail*

To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must attain:
1 a minimum of *C* average in each of the following parts of the program:
   — *Curriculum and Instruction**
   — *Foundations*
2 a minimum of *D* grade in each course in:
   — *Curriculum and Instruction**
   — *Foundations*
3 an Honours or Pass grade in:
   — The *Complementary Studies* course
4 a Credit *(CR)* in:
   — *Practice Teaching***
   — *The Contemporary Classroom*

*For Junior/Intermediate candidates the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/Intermediate course three times the weight of the Intermediate course.

**To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must receive a Pass in all four sessions of practice teaching. Currently practice teaching in the Faculty consists of four sessions of eleven days each. A candidate who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching after the completion of the academic year, subject to review and approval of the Practice Teaching Department. This opportunity will be given only once. A candidate who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario Teacher's Certificate. Such a candidate will not be given the opportunity to do any supplementary practice teaching to raise the grade.

Supplemental Privileges

A candidate may be granted supplemental privileges in a course in which an *FX* or *FL* has been received. This privilege is limited to a maximum of two courses, of which only one may be a Curriculum and Instruction course.

A candidate who receives a *D* grade in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in that course if the *D* grade has reduced the average in that part to less than *C*.

There are no supplemental privileges for the Practice Teaching part of the program.

Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

A candidate granted supplemental privileges must qualify in one of the following ways, as authorized by the Council of the Faculty:

1 by taking an examination during August;
2 by otherwise satisfying the requirements of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree and the Ontario Teacher's Certificate.

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Appeals

There is a five-stage appeals procedure. In the first instance, the appeal should be made to the instructor concerned. If this fails to satisfy, successive appeals may be made, until the problem is resolved, to the following:

— the department chairperson
—the Appeals Committee of the Faculty Council
— the Divisional Committee of the Faculty
— the Academic Appeals Board

An appeal to the Academic Appeals Board shall normally be launched by filing a notice of appeal with the Secretary of the Board no later than six months after the decision which is being appealed has been communicated in writing to the appellant.

At the first three levels, the appellant must initiate the appeal within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may be obtained from the Registrar's Office.

Academic Sanctions

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education certificates, students must have discharged all recognized University obligations: tuition and incidental fees, residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, and charges for unreturned or damaged instruments, materials and equipment.

For students who have any such obligations outstanding, the University will not issue statements of results or official transcripts of records, will not release diplomas or make recommendations for Ministry of Education teaching certificates, will not provide oral confirmation or written certification of degree status in response to external enquiries and will not permit further registration in the University until such time as the obligations have been cleared.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of a fee.

Withdrawal

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed 'Withdrawal from the University' form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Access to Student Academic Records

In accordance with the *Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto*, students may obtain access to their academic records upon written request to the Registrar of the Faculty. The full text of this Policy is available in the Registrar's Office.

1 *Access by a student*
i A student may examine and have copies made of his/her academic record, with the exception of those portions of the record which comprise the application for admission to the academic division concerned and supporting documents and letters of reference, which have been provided on the understanding that they shall be maintained in confidence.
ii A student's request to examine any part of his/her official student record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.
iii A student has the right to challenge the accuracy of his/her academic record, with the exception of the material specifically excluded in (1) *(i)* above, and to have the official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments would not necessarily appear on official academic reports such as the transcript or statement of results.

2 *Access by University staff*
Members of the teaching and administrative staff of the University shall have access to relevant portions of a student's academic record for purposes related to the performance of their duties.
Access to medical information shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

3 *Access by University campus organizations*
Recognized campus organizations in the University of Toronto shall have access to the information referred to in (4) (i) below as well as to the residence address and telephone number of students named by that organization for the legitimate internal use of that organization.

4 *Access by others*
i By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquirers:
— The academic division(s) and the session(s) in which a student is or has been registered,
— degree(s) received and date(s) of convocation.
ii Any other information contained in the academic record of a student, including the student's comments generated under (1)(iii) above but with the exception of the material specifically excluded in (1)(i), shall be released to other persons and agencies only with the student's prior expressed written consent, or on presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Colleges and Universities for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division.
iii General statistical material drawn from academic records not disclosing the identities of students may be released for research and informational purposes by the academic division maintaining these records.

5 *Custody of student academic records*
Academic records are normally under the custodial responsibility of the academic division. When the academic records have fulfilled the purpose for which they were collected, the retained documents shall be deposited in the University Archives. Fifty years after a student has ceased to be registered all records including those which have been retained by any division or office

Fees 1984-1985

of the University become the responsibility of the University Archivist and become open to researchers authorized by the University of Toronto.

University Discipline

1 *Academic*
The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, the evaluation of a student's work by irrelevant criteria, etc. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Affairs Committee of the Governing Council.

2 *Discipline in non-academic matters*
The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Students		New Visa Students
Academic fee	$1,157.50	$7,114.00
Campus services	$ 122.00	$ 122.00
Student society fees	$ 35.25	$ 35.25
Total fee payable	$1,314.75	$7,271.25
First instalment due Sept. 7*	$ 852.00	$4,426.00

*A $50 deposit must be paid by applicants before final confirmation of admission, and will be deducted from the total fee, or first instalment.

NOTE:
1 At least the first instalment of fees must be paid before a student card will be issued.
2 Commencing September 15 all outstanding balances regardless of source of payment, are subject to a service charge of 1½% per month compounded on the 15th of each month beginning in October, until the account is paid in full.
3 A special fee of $10 will be collected on the first day of the course *Outdoor Education* 5200, to defray the cost of field trips.
4 Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Supplemental Examinations	
For each supplemental examination in any course	$20.00

Part-time Students		New Visa Students
Academic fee full course	$ 231.50	$1,423.00
Regular session, incidental fee	$ 34.25	$ 34.25

GOVERNMENT FINANCIAL AID

Full-Time Students
The Ontario Student Assistance Program *(OSAP)* is available to Ontario students who are Canadian citizens or permanent residents, to assist them in meeting their educational costs. *OSAP* includes both non-repayable grants and loan assistance. *OSAP* loans are interest-free and need not be repaid until six months after the recipient has graduated or ceased to be a full-time student. Information concerning the eligibility and assessment criteria may be obtained from the Office of Student Awards, University of Toronto, Simcoe Hall, Room 107, (978-2204). Application forms are available from the Faculty Awards Officer and from the Office of Student Awards.

Students from other Canadian provinces should apply through their provincial financial aid authority. The Office of Student Awards can provide addresses and, in many cases, application forms.

Part-Time Students
Part-time students may also qualify for *OSAP* assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has recently established a new loan program for part-time students taking less then a 60% courseload. Unlike *OSAP* loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated. Further information and application forms may be obtained from the Faculty Awards Officer or from the Office of Student Awards.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational costs such as tuition, books, and transportation. Students wishing to apply should contact the Office of Student Awards.

Bursaries for Second-Language Teachers
Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary
The Council of the Faculty of Education offers bursaries ranging in value from $200 to $600 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

R.D. Phillips Memorial Loan Fund
This loan fund was established by contributions made by Technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R.D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department who demonstrate financial need. Applications should be made to the Chairman of the Department.

University of Toronto Alumni Association Loan Fund
Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 47 Willcocks Street, Toronto M5S 1A1 (978-2366).

Awards and Honours

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. Each will receive a bronze sculpture of a young person gazing in wonder at an object — a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character.'

Award for Outstanding Contribution to the Life of the Faculty

The students and staff of the Faculty of Education annually recognize a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty. The award is made in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974. For it, the same sculpture as the one for the Awards of Honour will be presented.

Dean's Honour List

Recognition is given annually to those graduates who have attained an A in each Curriculum and Instruction course and Foundations course, Honours in the Complementary Studies course and Credit in Practice Teaching and The Contemporary Classroom course.

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the Institute of Child Study. A total of $1000 to be awarded annually to one or two candidates for the Diploma in Child Study, on the basis of scholastic attainment; financial need may be a consideration. Selection to be made by the Awards Committee of the Institute of Child Study. Applications not required.

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $2000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Memorial Award

Offered by Mrs. M.D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1 968. This award is intended to recognize annually a student enrolled in Part I of the three-session additional qualification course in Guidance in the summer or winter evening program and is based on scholarship and potential contribution to the development of guidance and counselling. The recipient of the award (value $500) must satisfy the Dean and the Chairman of the Counsellor Education Department that the funds will be devoted to furthering his or her education in this field by travel, study, or research.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R.D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of this Department. It is awarded annually to the student in the Technological Studies Program who achieves the highest academic average.

Percy H. Taçon Memorial Bursary

Established by Mrs. P.H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970. The bursary, in the amount of $500, will be awarded annually on the basis of financial need to a deserving student registered in the Visual Arts option of the B.ED./O.T.C. Program. Candidates must apply to the Awards Committee of the Faculty by November 1.

The A.P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Education. The plaque awarded is a memorial to Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974. Applications are not required.

Don Wright Scholarship in Vocal Music

The Don Wright Charitable Foundation has established a scholarship in the amount of $500 to be awarded annually to a student enrolled in music who has a strong interest in developing young voices in the grades of the junior and intermediate divisions.

Don Wright Scholarship in Music Education

The Don Wright Charitable Foundation has established a scholarship in the amount of $600 to be awarded annually to a student enrolled in music who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Faculty Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, an educational media centre with a television studio, a theatre studio, and a computer centre.

The Library houses a collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. Its collection of mounted pictures, filmstrips, slides, recordings, and kits is available to students for use both at the Faculty and in their practice teaching assignments. Facilities for previewing audiovisual aids are provided.

The Faculty's Health Centre, with a registered nurse in charge, offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

A speech consultant offers weekly classes in developing projection and variety of the voice. Students unable to attend these classes because of timetable conflicts may arrange for individual consultations. (On leave 1984-85)

Faculty of Education Student Union

The Student Union is concerned with all matters pertaining to students of the Faculty. It organizes extracurricular activities for the students, and acts on their behalf in any matter that may arise relating to the Faculty program. To provide continuity of organization in student affairs, it maintains a year-round office at 703 Spadina Avenue.

Through this government, the students have representatives on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Welcome to University of Toronto.* This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsman, and the Services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service: Lists of rooms, apartments, and houses for immediate occupancy are displayed in the Housing Service office. Information on and applications for unfurnished apartments at 30 and 35 Charles Street, designed to accommodate married students, may be obtained from the Housing Service, 49 St. George Street, Toronto M5S 1A1.

Other accommodation: Tartu College, a private student residence, offers accommodation for single students. Inquiries should be addressed to Tartu College, 310 Bloor Street West, Toronto M5S 1W4 (925-9405).
Campus Co-operative Residence, Inc. offers accommodation for graduate and undergraduate students. Address inquiries to 395 Huron Street, Toronto M5S 2G5 (979-2161).

Career Counselling and Placement: The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

The *Guidance Centre* publishes and distributes standardized tests, books, and periodicals related to general education, occupational information monographs, and other educational materials for teachers and guidance counsellors.

Officers of the University

Chancellor
G. Ignatieff, C.C., B.A., LL.D., D.C.L., D.LITT.

Chairman of the Governing Council
J.A. Whitten, B.A.SC., P.ENG.

President
D.W. Strangway, M.A., PH.D., F.R.S.C.

Vice-President and Provost
F. Iacobucci, B.COM., LL.B., DIP. INT. LAW

Vice-President, Research and Government Relations
D.M. Nowlan, B.SC., B.A., M.A., PH.D.

Vice-President, Business Affairs
A.C. Pathy, Q.C., B.A.SC.,

Vice-President, Personnel & Student Affairs
W.E. Alexander, B.S.P., M.SC., PH.D.

Vice-President, Institutional Relations
D.G. Ivey, B.A., M.A., PH.D.

Secretary of the Governing Council
J. Dimond, B.A., M.A., PH.D.

Vice-Provost
R.N. Wolff, B.SC., M.B.A., D.B.A.

Chief Librarian
Marilyn J. Sharrow, B.S., M.A.L.S.

University Ombudsman
E. Hoffman, B.A.

Acting Director of the Advisory Bureau
D.M. Graham, B.A., M.A., PH.D.

Director of Alumni Affairs
E.B.M. Pinnington, B.A.

Director of Athletics & Recreation
G.W. Chapman, B.SC. (Phys. Ed.), M.SC.

Director of Career Counselling & Placement Centre
R. Frankle, B.A.

Warden of Hart House
R.M.H. Alway, B.A., M.A., PHIL.M.

Director of Housing Service
S. Mason, B.A.

Director of International Student Centre
E. Paterson, B.A.

Director of Student Awards
P.S. Phillips, B.A., C.A.

Director of Student Services
E.A. McKee, M.A.

Director of University Health Service
G.E. Wodehouse, M.C., M.D., F.R.C.P.(C), M.R.C.P.

Award Winners

Awards of Honour, 1983

Primary/Junior Award of Honour . . . . . .Noeline Macartney
Junior/Intermediate Award of Honour . . . .Linda Rosen
Intermediate/Senior Award of Honour . . .James Fowlie

Award for Outstanding Contribution, 1983

Award for Outstanding Contribution
to the Life of the Faculty . . . . . .Carmelanna Sinopoli

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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			